(For official use only)

A Handbook for Orientation of Inspectors of Schools on School Inspection and Management (January 5-9, 2006)

सत्यमेव जयते

Directorate of School Education
Govt. of West Bengal
Bikash Bhaban, 7th Floor
Salt Lake City, Kolkata - 700 091
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Foreword

Education is not the amount of information that is put into your brain and run riots there, undigested, all your life. Education, as Swami Vivekananda said and actually meant, is 'manifestation of the perfection already in the human being.' We are to unfold those beautiful possibilities hidden within ourselves. All education, therefore, is the training of the mind and not stuffing of the brain. This training of the mind is not meant merely for students attending some kind of educational institutions. Every citizen in every field of life, whether alone or in the field of work must be busy with this one work : to train the mind so that efficiency may increase. This is a constant process. This training of the mind - in work, in leisure, in human association, everywhere we are training the mind, silently, quietly provided we know the science, the 'science of human possibilities', a phrase coined by the celebrated British Biologist Sir Julian Huxley, and the technique of it and the need for it. That is what is lacking today. We don't know the need for it or we tend to forget 'NA HI JNANENA SADRSAM PAVITRAMIHA VIDYATE.' It is our endeavour to tell our trainee, who happens to be the part and parcel of this Directorate, that Administration, Inspection, Supervision and Monitoring are the important areas of intervention for formulating as well as implementing any planning process to reach the national target. No country can go ahead if such systems become weak. This mechanism is very strong in developed countries. This concept is equally true in educational field of our country.

With globalization of economy and rapid advancement of science, technology and commerce society demands more quality in education. NPE'1986 & POA'92 also demand 'to ensure quality of education combining with accountability in relation to given objectives and norms.' Quality may also come through curriculum transaction by the teachers to the students in the different class-room situations. Syllabus and curriculum mechanism, scientific methodologies of teaching and strong inspection, supervision and monitoring system may control such quality in education. For this, "Courses will have to be handled by the teachers with specific skills and competencies."

Directorate of school education along with Inspectorate of Schools at all levels can control quality mechanism through its state, district and sub-district level academic and monitoring cells. Besides, Inspectorate of schools at district and sub-district levels individually can inspect, supervise and monitor as one of the quality managers other than their assigned duties. They can oversee as to whether the syllabus is actually being followed, whether the curriculum is being transacted properly and whether methodologies of teaching is being maintained by the teachers in the class-rooms, keeping in mind the national goal.

With a view to ensure such minimum quality in education and improve service-related knowledge, skills and competencies inspectorate of school education may be reorganised. Arrangement of workshop, Training and orientation programmes can develop the professional quality, commitment, accountability, ethies and justice; encourage advanced studies of the participants in terms of methodology of teaching, syllabus and curriculum, reports and recommendations of commissions and committees, planning and management system of our country and abroad and also learn for optimal utilization of human, financial and fiscal resources.

Moreover, being influenced by different reports and recommendations of the education commissions and committees, Directorate of School Education in consultation with School Education Department, Govt. of West Bengal and SCERT has organised the 5-days orientation programmes (5-9 Jan 2006) of the Resource persons and prepared a "A Hand Book" covering thematic and skill development areas. All sorts of co-operation, suggestions and advices are highly appreciated to achieve the target.

Dated — 02.01.06

A.S. Biswas
Commissioner of School Education
Ex-officio Principal Secretary &
Director of School Education
West Bengal

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Section I: EMERGING ISSUES IN EDUCATION

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(iv) Decentralisation, Empowerment and Education for all- Dr. Rathindranath De

শিক্ষায় মূল্যবোধ, মূল্যবোধের শিক্ষা

অধ্যাপক রঞ্জুগোপাল মুখোপাধ্যায়

সমাজ ও সমাজবোধ ঃ পরিবেশের বাধা-বিঘ্ন ও প্রতিকুলতার মুখোমুখি হয়ে এককভাবে বেঁচে থাকা যে সম্ভব নয় এটা আদিম যুগেই মানুষের উপলব্ধিতে এসেছিল। বংশানুক্রমে অস্তিত্ব রক্ষার জন্য মানুষে-মানুষে সহযোগিতা অপরিহার্য। তাই তাগিদ জেগেছিল যৌথ জীবনযাপনের, যার প্রথম ধাপ পরিবার। তারপরে পরিস্থিতির ঘাত-প্রতিঘাতে সৃষ্টি হল নানা স্বার্থের ও চরিত্রের গোষ্ঠীসমূহ। জাতি, ধর্ম, বৃত্তি ইত্যাদির ভিত্তিতে পরিচিত হ'ল খন্ড-সমাজ-বাঙালী সমাজ, বৌধ সমাজ, শিক্ষক সমাজ এবং আরো অনেক। এই অংশ সমূহের সামগ্রিক রূপ মহান মানবসমাজ। পরিবার থেকে শুরু করে বিশ্ব মানবসমাজ গড়ে তোলার এই যে সুদীর্ঘ প্রক্রিয়া তার মূল তাগিদ ছিল পারস্পরিক সহযোগিতার মাধ্যমে সর্বজনীন উন্নয়ন, সমষ্টিগত অগ্রগতি। এই লক্ষ্যে পৃথিবীর নানা প্রান্তে অগণিত মানুষের চিন্তা ও সৃজনশীল শ্রমের ফলেই আমরা মানবসভ্যতার অংশ, সেই গৌরবের অংশীদার। আমরা বিশ্বনাগরিক।

পারিবারিক বন্ধন নির্ভর করে একের প্রতি অন্য সদস্যের মনোভাব ও অনুভূতির ওপর। পিতা-মাতা ও সন্তানদের নিয়ে গঠিত যে-কোনও পরিবারের সুস্থ লক্ষ্য থাকে, যেন সব সদস্য যথাসম্ভব সুখ-স্বাচ্ছন্দ্যে স্বমর্যাদায় জীবনযাপন করতে পারে এবং সম্ভাব্য সমৃদ্ধির পথে এগোতে পারে। এই লক্ষ্য অর্জন করতে হলে সমষ্টির স্বার্থকে ব্যক্তিস্বার্থের উর্দ্ধে স্থান দিতে হয়। দুর্বলকে রক্ষা করার জন্য সক্ষমতরকে কিছু স্বার্থত্যাগ করতে হয়। পরিবারের সদস্যদের মধ্যে স্নেহ প্রীতি-শ্রদ্ধার যে সম্পর্ক তা এই একাত্ম হবার উদার মানসিকতা গড়ে তোলে। এই পবিত্র আবেগসমূহই সুস্থ পরিবারের ভিত্তি। একাধিক প্রজন্ম এবং বিভিন্ন শাখা-প্রশাখার সমন্বয়ে যৌথ পরিবারের চিত্র আমাদেরই অনেকেরই পরিচিত। সেখানে আরও অনেকের চাহিদা, সুবিধে-অসুবিধের দিকে দৃষ্টি রেখে পরিবারের স্বাভাবিক পরিবেশ সুনিশ্চিত করতে হয়। প্রয়োজন হয় সহনশীলতা, মানিয়ে চলার মনোভাব, ব্যক্তির কিছু স্বার্থকে পেছনের সারিতে রাখা। এই পরিমন্ডলে জন্ম নিতে পারে মানুষের প্রতি অকৃত্রিম ভালবাসা, সমবেত-ভাবে বেঁচে থাকার উপযোগিতা সম্পর্কে গভীর বিশ্বাস। এই মনোভাব প্রসারিত হতে পারে প্রতিবেশীদের দিকে। তখন গড়ে ওঠে গ্রামের বা পাড়ার সংহতি। মূর্ত হয়ে ওঠে নিরুচ্চার প্রতিজ্ঞা-প্রত্যেকে আমরা পরের তরে। জাতি, ভাষা, ধর্ম বা অন্যবিধ ভেদাভেদ অতিক্রম করে প্রতিষ্ঠিত হয় স্থায়ী অন্তরঙ্গ সম্পর্ক।

কিন্তু যা হওয়া কাম্য তা সবসময় হয় না, বা স্থায়ী হয় না, শোষণভিত্তিক সমাজের ছিদ্রপথে আসে বিভাজনের বিষ। লোভ, স্বার্থপরতা, অসহিষ্ণুতা, হিংসা প্রভৃতি মানুষের সঙ্গে মানুষের সম্পর্কে নেতিবাচক মাত্রা যোগ করে। স্নেহ ভালবাসা, আবেগ-অনুভূতি শুকিয়ে যায়। বিরোধ বাধে যৌথ পরিবারে। 'পরিবার' বা 'আপনজন'-এর সংজ্ঞা পাল্টে যায়। জীবনে প্রতিষ্ঠিত সন্তানের সঙ্গে বৃদ্ধ অশক্ত পিতামাতার যান্ত্রিক সম্পর্কের সূত্র ধরে জেগে ওঠে বৃদ্ধাবাসের সংস্কৃতি। জন্মসূত্রে স্বাভাবিক সম্পর্ককে ঘিরে এই মনোভাব বৃহত্তর সমাজে সম্প্রসারিত হতে থাকে। সব সম্পর্কই হয়ে ওঠে স্বার্থকেন্দ্রিক। সমাজের সংহতি দুর্বল হতে থাকে।

সমষ্ঠিগত জীবনযাপন সম্পর্কে ব্যক্তির বিশ্বাস ও আগ্রহই হচ্ছে সমাজবোধের মূল কথা। সেই বিশ্বাসের অনুসারী আচরণে প্রতিফলিত হয় তার দায়বন্ধতা। এই দায়বন্ধতা যত গভীর ও ব্যাপক হবে, মানুষে-মানুষে সম্পর্ক তত নিবিড় হবে, সমাজ সংহত হবে, সমষ্টির এবং সেই সঙ্গে ব্যক্তির ক্রমোন্নতি সহজ হবে। এই দায়বন্ধতার একমাত্র উৎস মানুষের প্রতি অকৃত্রিম ভালবাসা, সর্বজনের কল্যাণ সাধনের আগ্রহ। সমাজে সক্ষম-দুর্বল, ধনী-দরিদ্র, শিক্ষিত শিক্ষাহীন প্রভৃতি নানা অবস্থার মানুষ আছে। সমাজ ব্যবস্থাই যুগে যুগে এ বিভাজন সৃষ্টি করেছে, তাকে টিকিয়ে রেখেছে, বাড়িয়ে তুলেছে। 'আমি' এই সমাজের অংশ। 'আমার' চেয়ে বিত্তবান, সুযোগপ্রাপ্ত মানুষ কিছু আছে। কিন্তু তারচেয়ে অনেক বেশি সংখ্যায় আছে দীন-দরিদ্র, বঞ্চিত, অসহায় মানুষ। 'আমাদের' আচরণ যদি সমস্যার মূলোৎপাটন করে সকলের স্বার্থ রক্ষার দিকে চালিত হয়, সমাজ উন্নত হবে, তার সুষম অগ্রগতি হবে। আখেরে সেটা 'আমার' স্বার্থকেও সুরক্ষিত করবে। এই চেতনাই সমাজকে ধরে রাখার মূলমন্ত্র।

কিন্তু মুনাফা-তাড়িত বাজার-চালিত আর্থব্যবস্থা মানুষের এই সুস্থ সমাজ-চেতনাকে বিধ্বস্ত করছে। বিশ্বায়নের প্রভাবে মানুষের মধ্যে যে সাধারণ প্রবণতা ছড়িয়ে পড়ছে তার সার কথা হল আত্মকেন্দ্রিক ভোগলিপ্সা। নিত্যনূতন পণ্য ও পরিষেবার বাজার সৃষ্টি করার জন্য পুঁজিপতিরা নিরলস চেষ্টা চালাচ্ছে। বর্নাঢ্য মোহময় বিজ্ঞাপনের মাধ্যমে ভোগবিলাসের বার্তা পৌঁছে দেওয়া হচ্ছে শহর-গ্রামের মানুষের কাছে। জাতীয় পাঠ্যক্রমের রূপরেখায় (২০০০ সালের নভেম্বর) ৩৯ পৃষ্ঠায় 'শিক্ষার সাধারণ উদ্দেশ্য' অংশে এন. সি. আর. টি. বলেছে "It (education) must also lead to a non-violent and non-exploitative social system.", বণিককূলের এই মায়াজালে মানুষ আচ্ছন্ন হয়ে পড়ছে। তাদের তুলে ধরা স্বপ্নের জীবনমানকে স্পর্শ করার ঐকান্তিক আগ্রহে অন্যসব বিবেচনা মন থেকে সরে যাচ্ছে। আরো সম্ভোগ, আরো সম্পদ, আরো অনেক বিলাসিতা - একেই মনে হচ্ছে জীবনের চরম সার্থকতা। ভাগীদারের সংখ্যা কমাবার জন্য পরিবার-পরিজনের পরিধি সঙ্কীর্ণ করে শুধুই নিজের অলীক স্বপ্ন সার্থক করার চেষ্টায় মানুষ নিমগ্ন থাকছে। চটকদার বিজ্ঞাপনের একটি পরিচিত সুর - 'পড়শির ঈর্শা, আপনার গর্ব। [Neighbour's envy, Your Pride]. হ্যাঁ, এই মনোভাবটাই জাগিয়ে তোলার চেষ্টা হচ্ছে। প্রতিবেশীর সঙ্গে সম্পর্কে থাকবে না প্রীতি, আনন্দ বা সহমর্মিতার ছোঁয়া। থাকবে শুধু সম্পদ দেখিয়ে তার ঈর্শা জাগানোর তৃপ্তি, আর তার সুখ দেখলে ঈর্ষায় দগ্ধ হবার যন্ত্রনা।

পুঁজিবাদী উৎপাদন ব্যবস্থার অনিবার্য পরিণামেই বিরাট সংখ্যক মানুষের অতি সাধারণ মান- প্রযুক্তির অভাবনীয় অগ্রগতিকে সমাজের সার্বিক কল্যাণের পরিবর্তে মুনাফার লক্ষ্যে নিয়োজিত করার ফলে উৎপাদন ব্যবস্থায় মানুষের ভূমিকা কমে যাচ্ছে। 'কর্মসংস্থানহীন বিকাশ'-এর পরিস্থিতি সাধারণ মানুষের স্বপ্নকে চুরমার করে দিচ্ছে। ক্রমবর্ধমান কামনা-বাসনার সঙ্গে ক্রমহ্রাসমান সুযোগের দ্বন্দ্বে সবাই ইঁদুর দৌড়ে প্রতিদ্বন্দ্বী। জীবন সংগ্রামে সকলেই পরস্পরের প্রতিপক্ষ, কেউ সহযোগী মিত্র নয়। আবেগ-অনুভূতিহীন, আত্মকেন্দ্রিক সমাজবিমুখতার এই ব্যাধি কোনো কোনো ক্ষেত্রে সংক্রামিত হচ্ছে শিশু-কিশোরদের মধ্যে। তাদের মনে সঞ্চারিত হচ্ছে এই বিশ্বাস যে সহপাঠীরা সকলেই প্রতিপক্ষ, সবাইকে হারিয়ে প্রথম হতে হবে। তাই কারোকে এগিয়ে যেতে সাহায্য করাটা বোকামী। এভাবে শুধু এই প্রজন্ম নয়, আগামীদিনের নাগরিকদেরও সমাজবোধ বা সামাজিক দায়বদ্ধতার উৎসমুখ রুদ্ধ করে দেওয়া হচ্ছে।

একথা স্বীকার্য যে এই সর্বনেশে ঝোঁক সমাজের সংখ্যালঘিষ্ঠ একটি মহলেই প্রকট হয়ে উঠেছে। তবে তারাই সমাজের কিছু কিছু বিষয়ে নিয়ন্ত্রক ভূমিকা পালন করছে। তারসঙ্গে রয়েছে পুঁজিপতিদের পরিকল্পিত অনলস প্রচার অভিযান। গ্রামের সাধারণ মানুষকে ডাব-খাওয়া ভুলিয়ে দিয়ে বোতল-কোলা ধরানোর কাজ অনেকটাই সফল হয়েছে। বঙ্কিমচন্দ্র বর্ণিত হাসিম সেখ, রামা কৈবর্তের বংশধরেরাও এই বৃত্তে প্রবেশ করতে উন্মুখ হচ্ছে। ধীর বিষক্রিয়ায় তাদের মধ্যেও সোনালী স্বপ্ন পৌছে যাচ্ছে। প্রত্যাশিতভাবেই বেশীরভাগ ক্ষেত্রে পরিণাম হচ্ছে স্বপ্নভঙ্গজাত হতাশা আর হীনম্মন্যতা। এরই দৃশ্যমান উপসর্গ - সকলের কাছ থেকে নিজেকে সরিয়ে নেওয়া লুকিয়ে রাখা, আর অভিশপ্তের মত বিচ্ছিন্ন জীবনযাপন করা। সমাজ সম্পর্কে এক বিচিত্র অনীহা এদের গ্রাস করে নেয়।

২। সমাজবোধ ও নৈতিকতা ঃ মানুষের সমাজবোধই নৈতিকতার তথা সামাজিক মূল্যবোধের উৎস। সঙ্কীর্ণ ব্যক্তিস্বার্থকে দূরে সরিয়ে মানুষ যদি সবল-দুর্বল সকলের অগ্রগতি সুনিশ্চিত করার তাগিদ অনুভব করে তবে একটি সংবেদনশীল সংহত সমাজ গঠনের ক্ষেত্র প্রস্তুত হয়। সামাজিক জীব হিসেবে কোনো মনোভাব ও আচরণ সমষ্টির স্বার্থের অনুকূল সেই উপলব্ধিকেই বলা যায় মুল্যবোধ-মুল্যবান আচরণ সংক্রান্ত বোধ। একটি বিশেষ সমাজের কাঠামো মানুষে মানুষে সম্পর্কের প্রেক্ষাপট রচনা করে। এর ভিত্তিতে সেই সমাজের প্রাসঙ্গিক মূল্যবোধগুলি জন্ম নেয়। ব্যক্তি যদি নিজের স্বার্থ নিয়েই মগ্ন থাকে তাহলে সমষ্টির স্বার্থ লঙ্ঘিত হবে; তাই নিঃস্বার্থপরতা একটি মূল্যবোধ। সবাই যদি সৎ থাকে তাহলে কারো ন্যায্য স্বার্থ ক্ষুন্ন হবে না; তাই সততা একটি মূল্যবোধ। সমাজের একাংশ যদি নিজেরা পরিশ্রম না করে অন্যের শ্রমের ফল আত্মসাৎ ক'রে জীবনধারন করতে চায় তবে শ্রমকারী মানুষের স্বার্থ ব্যাহত হবে; তাই শ্রমের মর্যাদা একটি মূল্যবান বিশ্বাস। কেবল পুরুষের স্বার্থকে প্রাধান্য দিয়ে নারীজাতিকে অবহেলা করলে সমাজের একাংশের প্রতি অবিচারই শুধু করা হয় না, সমাজের সুষম বিকাশও অসম্ভব হয়ে পড়ে। লিঙ্গসমতা, অতএব অন্যতম মূল্যবোধ। এইভাবেই সহিষ্ণুতা, সমানাধিকার, যুক্তিবাদিতা, অহিংসা প্রভৃতি প্রচলিত মূল্যবোধগুলির সঙ্গে আমরা পরিচিত। এই বাঞ্ছিত আচরণ সম্পর্কে কিছু সাধারণ নীতি সমাজে প্রতিষ্ঠিত হয়ে যায় যেগুলিকে মেনে চলাই নৈতিকতা মূল্যবোধ আর নৈতিকতা অনেকক্ষেত্রে সমর্থক শব্দ হিসাবে প্রযুক্ত হয়। ব্যক্তির নৈতিক মান-এর পরীক্ষা হয় যখন তার নিজের স্বার্থের সঙ্গে সমষ্টির স্বার্থের দ্বন্দ্ব দেখা দেয়।

সভ্যতার সূচনা থেকে আজ পর্যন্ত মানুষের সমাজব্যবস্থা ভিন্ন ভিন্ন রূপ নিয়েছে। এক একটি ব্যবস্থায় মানুষের সঙ্গে মানুষের সম্পর্কেরও রূপান্তর ঘটেছে। সেই সঙ্গে বিবর্তিত হয়েছে মূল্যবোধের চরিত্র। দাস সমাজের মূল্যবোধের সঙ্গে সামন্ততান্ত্রিক মূল্যবোধ মেলে না। পুঁজিবাদী সমাজে প্রতিষ্ঠিত হয় বুর্জোয়া মূল্যবোধ। সমাজতান্ত্রিক সমাজে নৈতিকতা অন্য চেহারা নেয়। শ্রেণিবিভক্ত সমাজে এই নৈতিকতা ও আচরনবিধি মূলত শোষক শ্রেণির স্বার্থকে কেন্দ্র করেই গড়ে ওঠে। ন্যায়-অন্যায়ের ধারনা ধর্মীয় অনুশাসন এবং রাষ্ট্রীয় আইনকানুন দিয়ে নিয়ন্ত্রিত হয়। শোষনভিত্তিক কোনো সমাজ যখন অনিবার্য সঙ্কটের দিকে যায়, বৈষম্য-বঞ্চনা তীব্র আকার নেয়, তখন দ্বন্দ্ব-সংগ্রামের ভেতর দিয়ে নতুন চিন্তা-চেতনা-দর্শন বিকশিত হয়। গড়ে ওঠে নবতর নৈতিকতার ভিত্তি।

চলমান সমাজে একই সময়ে একাধিক মূল্যবোধের দ্বান্দ্বিক অবস্থানও বিরল নয়। শিক্ষার আলো ও অন্যবিধ উদ্ঘাটনের ফলে প্রচলিত প্রথাকে ভেঙে ফেলার মানসিকতা প্রস্তুত হয়। এই প্রবণতা অনেক ক্ষেত্রেই প্রগতির সূচক, কখনো হয়ত কায়েমী স্বার্থের চাপে প্রতিক্রিয়াশীল। বিয়ের সময় পাত্রপক্ষ পণের জন্য কন্যার পিতাকে হয়রান করবেন এটা প্রতিষ্ঠিত রীতি ছিল, এখনও তা ইতিহাস হয়ে যায় নি। এইরকম একটি সমাজে উন্নত চেতনাশীল কোনো পাত্র যদি বাবার নির্দেশ অগ্রাহ্য করে পণের হিসাব অস্বীকার করে বিয়ে করার স্বাধীন ইচ্ছা প্রকাশ করে, যুগের বিচারে সেই আচরণই অনৈতিক বলে গণ্য হয়। রবীন্দ্রনাথ ঠাকুরের বহুপঠিত 'দেনাপাওনা' গল্পে এর একটি সুস্পষ্ট চিত্র পাওয়া যায়। ছেলের বাবা ঘোষনা করে দিলেন, বরপণের পুরো টাকা হাতে না পেলে বর সভাস্থ করা যাবে না। ছেলে হঠাৎ বাবার অবাধ্য বলে হয়ে বসল, "কেনা-বেচা-দরদামের কথা আমি বুঝি না, বিবাহ করিতে আসিয়াছি বিবাহ করিয়া যাইব।" মর্মাহত পিতার আক্ষেপ শুনে প্রবীন লোকেরা বললেন, "শাস্ত্র শিক্ষার নীতিশিক্ষা একেবারেই নাই, কাজেই।"

উচ্চমান-এর মানবিক মূল্যবোধ সুস্থ সমাজ গঠনের অন্যতম প্রধান উপাদান। এই উপাদানের উৎপত্তিও হয় সমাজ থেকেই। তাই সমাজ তখন ভাঙে, মূল্যবোধের উৎস শুকিয়ে যায়; একইসঙ্গে মূল্যবোধের অবক্ষয় সমাজকে দুর্বলতর করে। ক্রিয়াশীল হয় অবক্ষয়ের এক দুষ্টচক্র। এই আলোচনার প্রথমাংশে দেখাবার চেষ্টা হয়েছে যে, বিশ্বায়নের আঘাতে মানুষের সমাজমনস্কতা হারিয়ে যাচ্ছে, বিধ্বস্ত হচ্ছে মূল্যবোধের ভীত। পৃথিবীর সব দেশেই মানুষের নৈতিকতার অধঃপতন নজিরবিহীন মাত্রা নিচ্ছে। এর অনেক নিদর্শনই আমাদের গোচরে আছে। অবক্ষয়ের দুষ্টচক্র অপ্রতিরোধ্য হয়ে উঠেছে। একে সুস্থচক্রে রূপান্তরিত করতে হলে কোনো এক জায়গায় ভেঙে বেরোতে হবে। সেটাই

সমাজ বদলের প্রক্রিয়া। শোষণহীন সমাজ ছাড়া এই ক্রমপ্রসারমান ব্যাধির হাত থেকে নিস্কৃতি পাওয়া সম্ভব নয় - একথা সম্প্রতি অনেক মহল থেকেই উচ্চারিত হচ্ছে।

৩। নৈতিকতা ও শিক্ষা ঃ সুস্থ সমাজের উপযুক্ত মূল্যবোধসম্পন্ন নাগরিক তৈরি করা শিক্ষা ব্যবস্থা স্বীকৃত লক্ষ্য। সুতরাং মূল্যবোধের এই গভীর সঙ্কটের জন্য শিক্ষাব্যবস্থাকে দায়ী করা হয়। বলা হয় শিক্ষা তার লক্ষ্য অর্জনে ব্যর্থ হয়েছে। সেই সঙ্গে আশা করা হয় শিক্ষাব্যবস্থাই এই অধোগতি রোধ করে সমাজের বুকে নির্মল নৈতিকতার বাঞ্ছিত বাতাবরন ফিরিয়ে আনবে। এই প্রত্যাশা উচ্চারিত হয়েছে ১৯৯৮ সালের অক্টোবর মাসে ফ্রান্সে অনুষ্ঠিত বিশ্ব শিক্ষা মহাসম্মেলনের মঞ্চ থেকে। এই কর্তব্য লিপিবদ্ধ হয়েছে জাতীয় শিক্ষা গবেষণা ও প্রশিক্ষণ পরিষদ (এন সি ই আর টি) কর্তৃক ২০০০ সালে প্রকাশিত জাতীয় বিদ্যালয় পাঠক্রম সংক্রান্ত সুপারিশে।

চেতনা ও মূল্যবোধে উদ্বুদ্ধ মানুষ গড়ে তোলা যে শিক্ষার লক্ষ্য তা সর্বজনস্বীকৃত এবং বিতর্কাতীত। প্রথম দশ বছরের বিদ্যালয় শিক্ষার সাধারণ পাঠক্রমে সমাজে প্রাসঙ্গিক ক্ষেত্রগুলোতে প্রয়োজনীয় জ্ঞান, বোধ, দক্ষতা প্রভৃতি অর্জনের পথে ছাত্র-ছাত্রীদের এগিয়ে দেবার পর্যাপ্ত উপাদান আছে। পশ্চিমবঙ্গে প্রাথমিক স্তরে যে পাঠক্রম চালু রয়েছে তার ভিত্তি অধ্যক্ষ হিমাংশু বিমল মজুমদারের নেতৃত্বে গঠিত কমিটির প্রতিবেদন। সেই মূল্যবান দলিলে দ্ব্যর্থহীন ভাষায় বলা হয়েছে ‘‘........ শোষণমুক্ত গণতান্ত্রিক সমাজের উপযুক্ত সামাজিক ও মানবিক মূল্যবোধের বিকাশ সাধন, সামাজিক ও প্রাকৃতিক পরিবেশ সম্পর্কে অন্ধ বিশ্বাস ও কুসংস্কারমুক্ত বৈজ্ঞানিক যুক্তিশীল মনোভাব গঠনের এবং তদানুযায়ী নিজ জীবনচর্চায় অভ্যস্ত হওয়ার উপযুক্ত ভিত্তি স্থাপনই প্রাথমিক শিক্ষার লক্ষ্য। এই মূল লক্ষ্যের ভিত্তিতে আবার প্রাথমিক শিক্ষার কয়েকটি সুনির্দিষ্ট উদ্দেশ্য নির্ধারণ করা হয়েছে যেগুলি তিনটি বিভাগে বিন্যস্তঃ (ক) জ্ঞানমূলক, (খ) দক্ষতা ও অভ্যাসমূলক এবং (গ) দৃষ্টিভঙ্গী ও মানসিকতা সংক্রান্ত। এই সাধারণ লক্ষ্য ও নির্দিষ্ট উদ্দেশ্যসমূহকে অনুসরণ করে পাঠ্যবিষয় সমূহ ও আনুষঙ্গিক কর্মধারাকে সাজানো হয়েছে। মাধ্যমিক স্তরের পাঠক্রমের সাধারণ লক্ষ্য হিসাবেও বিবৃত হয়েছে ‘ন্যায়ভিত্তিক সমাজের উপযুক্ত নাগরিক তৈরী করা, সৃজনশীল পূর্ণ মানুষ তৈরী করা পাঠ্যবিষয় সমূহের বিন্যাস লক্ষ্যানুসারী করা হয়েছে। প্রতিটি বিষয়ে পঠন-পাঠনের উদ্দেশ্য স্বতন্ত্রভাবে চিহ্নিত হয়েছে। সহ-পাঠক্রম কার্যক্রম ও যথোচিত গুরুত্ব পেয়েছে। এই পরিকল্পিত পঠন-পাঠন ও কার্যধারা যদি সুচারু ও সম্পূর্ণরূপে অনুসৃত হয়, তবে মূল্যবোধসম্পন্ন মানুষ গড়ে তোলার লক্ষ্যে বিদ্যালয় শিক্ষার প্রচেষ্টা সম্পন্ন হবে। নীতিশিক্ষার জন্য কোনো স্বতন্ত্র বিষয় প্রবর্তনের প্রয়োজন নেই। বিদ্যালয়ের যাবতীয় কার্যকলাপ-শ্রেণিকক্ষে পঠন-পাঠনই হ’ক বা মাঠে খেলাধুলা চর্চা, সাংস্কৃতিক অনুশীলন, কিংবা বিতর্ক প্রতিযোগিতাই হ’ক-সব কিছুই মূল্যবোধ সঞ্চারের উপায়। পাঁচ থেকে পনেরো বছর বয়সকালই চরিত্রের মূলভিত্তি গড়ে দেবার উপযুক্ত সময়। কিন্তু এই অতীব দুরূহ দায়িত্বপালনে বিদ্যালয়ের প্রভাব নিরঙ্কুশ নয়। পরিস্থিতির বিশ্লেষণ করে, কমিটি-কমিশনের সুপারিশ অনুযায়ী পাঠক্রম-পাঠ্যসূচিকে নতুনভাবে সাজিয়ে শিক্ষাব্যবস্থাপনা করা যা করতে চান সার্থকভাবে তার সবটুকু করে ওঠা তাদের সাধ্যের বাইরে। অবক্ষয়ী সমাজে সামগ্রিক পরিবেশ মূল্যবোধ গড়ে তোলার আদৌ সহায়ক নয়। প্রতিকূল শক্তিগুলি ক্রমশ জোরদার হয়ে উঠছে, বিপরীত স্রোতকে রোধ করা যাচ্ছে না। বিদ্যালয়গুলি এই পরিস্থিতির বাইরে অবস্থান করে না। স্বভাবতই সমাজের যাবতীয় ত্রুটি-দুর্বলতা, গ্লানি ও কলুষ থেকে ঐ প্রতিষ্ঠানও মুক্ত নয়। অতএব বিদ্যালয়ের পক্ষে এত বাধা অতিক্রম করে নৈতিকতায় সমৃদ্ধ প্রজন্ম গড়ে তোলা প্রায় অসম্ভব কাজ। তবু আশা করা যায় শুভবুদ্ধিসম্পন্ন শিক্ষকসমাজ এবং শিক্ষাব্যবস্থাপকরা পরিস্থিতির কাছে আত্মসমর্পণ করবেন না। সীমাবদ্ধ সুযোগের মধ্যে যতখানি সম্ভব আন্তরিক প্রচেষ্টা চালিয়ে যাবেন এবং তার মধ্যদিয়েই মৌলিক পরিবর্তনের পথ খুঁজে পাবেন।

এই প্রচেষ্টার অভিমুখ নির্ধারিত হবে পাঠ্যবিষয়ের কিছু লক্ষ্য সমূহের দ্বারা মাধ্যমিক স্তরের সব আবশ্যিক পাঠ্য বিষয়ের কিছু লক্ষ্য উল্লিখিত আছে। এর সবগুলিই দায়িত্বশীল নাগরিক গড়ে তোলার সাধারণ লক্ষ্যের অনুসারী; বিষয়-বিশেষজ্ঞতার ভিত্তি স্থাপনের জন্য নয়। দৃষ্টান্ত হিসাবে বলা যায় আবশ্যিক গণিতের পাঠ সকল ছাত্র-ছাত্রীকে ঐ বিষয়ে পন্ডিত করে তোলার জন্য নির্দিষ্ট হয় নি; দৈনন্দিন জীবনের গাণিতিক সমস্যার সমাধানের সঙ্গে সঙ্গে যুক্তিসম্মত চিন্তার অভ্যাস, সিদ্ধান্ত নেবার উপযুক্ত সুশৃঙ্খল মানসিকতা ও বৃহত্তর ক্ষেত্রে সমস্যা সমাধানের ক্ষমতা তৈরী করাই মুখ্য উদ্দেশ্য। অনুরূপভাবে বিজ্ঞান, ইতিহাস প্রভৃতি সব বিষয়েই মূল্যবোধ সংক্রান্ত কিছু উপাদান আছে। তবে নিঃসন্দেহে এই সুযোগ সবচেয়ে বেশি আছে সাহিত্যপত্রে। একটি সার্থক গল্প, কোনো মর্মস্পর্শী নাটক বা মরমী কবিতার বার্তা তরুন মনে স্থায়ী ও গভীর ছাপ ফেলতে পারে। রবীন্দ্রনাথের ‘দেনাপাওনা’ গল্পে নিরুপমার জীবনদীপ নিভে যাওয়া শরৎচন্দ্রের ‘মহেশ’ গল্পে গফুরের শেষ প্রার্থনা, ‘দুই বিঘা জমি’ কবিতায় জমিদারের অন্যায় লোভের ফলে অসহায় উপেনের ভিটেছাড়া হওয়া-এগুলি সামাজিক অবিচার সম্বন্ধে যে উপলব্ধি জাগিয়ে তোলে কোনো তাত্বিক আলোচনা সেই ফল দিতে পারে না। সাহিত্যের সুপরিকল্পিত পঠন-পাঠন কিছু মানবিক অনুভুতি, কিছু সামাজিক দায়বদ্ধতা এনে দিতে পারে। শ্রেণিকক্ষে সব বিষয়ের উপস্থাপনে এবং সর্বস্তরের মূল্যায়নে মানসিকতা গড়ে তোলার লক্ষ্যকে প্রাধান্য দিতে হবে। আক্ষরিক অর্থে সিলেবাস শেষ করা বা পরীক্ষায় প্রচুর নম্বর জোগাড় করা শিক্ষায় সার্থকতার চিহ্ন নয়, যদিও বাজার-শাসিত সমাজের সেটাই চাহিদা।

শ্রেণিকক্ষের বাইরে সহ-পাঠক্রমিক কর্মধারাও তরুন ছাত্র-ছাত্রীদের ব্যক্তিত্ব বিকাশের প্রক্রিয়ায় কম প্রয়োজনীয় নয়। মাঠে সমবেতভাবে খেলাধুলার চর্চা, সাংস্কৃতিক অনুষ্ঠান, পত্রিকার মাধ্যমে সাহিত্য চর্চা, বিতর্কের আসরে যুক্তিবিচার, বিবিধ চারুকলার অনুশীলন-প্রকৃতপক্ষে এগুলির কোনো বিকল্প নেই। মাঝে মাঝে শিক্ষামূলক ভ্রমণ এবং শিবির জীবনের আয়োজন করলে শিক্ষার্থীদের মানসিকতায় উল্লেখযোগ্য মাত্রা যোগ হয়। আজকের পটভূমিকায় দেলর কমিশনের যে সুপারিশটি সবচেয়ে বেশী প্রাসাঙ্গিক তা হল যৌথভাবে বাঁচতে শেখা (Learning to

live together)। সমবেত ভ্রমণ ও শিবিরের অভিজ্ঞতা মানুষ হয়ে ওঠার পথে এক অমূল্য পাথেয়। সার্বিক শিক্ষার আর একটি অত্যন্ত গুরুত্বপূর্ণ দিক হ'ল পাঠ্যসূচির বাহিরে স্বাধীনভাবে নানাবিধ বিষয়ের বই পড়া। সমাজকে চেনার জন্য, জীবনের সমস্যা, সম্ভাবনা, সম্পর্কের ঘাত-প্রতিঘাত প্রভৃতির স্বাদ পাবার জন্য, মানসিক পরিণমনের স্বার্থে সৎ সাহিত্যপাঠ একান্ত প্রয়োজন। আজকের দিনে পরীক্ষার তাড়নায় এবং আধুনিক বিনোদনের অমোঘ আকর্ষণে কিশোর-কিশোরীদের মুক্তপাঠের অভ্যাস লক্ষণীয়ভাবে কমে যাচ্ছে। পাঠ্যের বাইরের বই পড়ার মূল্য সম্পর্কে রবীন্দ্রনাথের উক্তি আমাদের চোখ খুলে দেয়। 'শিক্ষার হেরফের' প্রবন্ধে এই প্রশ্নটিকে বিশ্লেষন করে তিনি মন্তব্য করেছেন, 'অত্যাবশ্যক শিক্ষার সহিত স্বাধীনপাঠ না মিশাইলে ছেলে ভালো করিয়া মানুষ হইতে পারে না।'

বাস্তবে অবশ্য অনেক স্কুলের পক্ষেই মূলত সঙ্গতির অভাবে এই কর্মসূচি হাতে নেওয়া সম্ভব হয় না। স্কুলের এই সীমাবদ্ধতার কথা মুদলিয়র কমিশনও তাদের প্রতিবেদনে (১৯৫২) উল্লেখ করেছিলেন। এই অভাব মেটাবার উদ্দেশ্যে কমিশন স্কুলের সঙ্গে সামাজিক সংগঠনের সংযুক্তি ঘটানোর পরামর্শ দিয়েছিলেন। আমাদের রাজ্যে শিশু-কিশোরদের সার্বিক কল্যাণসাধনে ব্রতী বেশ কয়েকটি ঐতিহ্যসম্পন্ন নির্ভরযোগ্য সংগঠন আছে। সারা বছর শরীরচর্চা, সাহিত্য চর্চা, বই পড়া, সাধারণ জ্ঞান, পরিবেশ ও বিজ্ঞান চেতনার উন্মেষ, নাচ-গান-অভিনয় প্রভৃতি নিয়মিত কার্যধারার মধ্যদিয়ে এই স্বেচ্ছাসেবামূলক সংস্থাগুলি আগামী প্রজন্মকে সুনাগরিক করে তোলার চেষ্টা চালাচ্ছে। ব্রতচারীর 'পণ-মানা'; সব পেয়েছির আসর-এর 'সঙ্কল্প বাক্য', 'স্কাউটকাব' - এদের অঙ্গিকারসমূহ অনুধাবন করলে শিক্ষাব্যবস্থার সঙ্গে এদের লক্ষ্যের অভিন্নতা স্পষ্ট বোঝা যায়। এদের আয়োজিত শিবিরে দেশের বিভিন্ন অংশের ছেলেমেয়েরা কঠোর শৃঙ্খলা এবং গভীর আনন্দের সঙ্গে বিভিন্ন বিষয়ে প্রশিক্ষণ নেয়। কোনো কোনো সংগঠনের শিবিরে অন্য রাষ্ট্র থেকেও ছেলেমেয়েরা অংশগ্রহণ করতে আসে। এই অভিজ্ঞতা তাদের অন্তরকে নাড়া দেয়, সংবেদনশীল করে তোলে। যৌথ জীবনযাপনের মন্ত্রে তারা উজ্জীবিত হয়। এই কর্মসূচি প্রকৃতপক্ষে বিদ্যালয় শিক্ষার পরিপূরক আয়োজন বলে গণ্য হবার দাবী রাখে। এ ধরনের সংগঠনগুলিকে স্বীকৃতি দিয়ে যদি বিদ্যালয়ের সঙ্গে সম্পর্কিত করা যায় তাহলে একটি বড় অপূর্ণতা ঘোচানো যেতে পারে।

নৈতিকতা ও ধর্মশিক্ষা ঃ মূল্যবোধ সঞ্চারের বিবিধ উপায়ের মধ্যে ধর্মসংক্রান্ত শিক্ষাকে অন্তর্ভুক্ত করার প্রস্তাব এনে এন.সি.ই.আর.টি (নভেম্বর, ২০০০) দেশব্যাপী তীব্র বিতর্কের সম্মুখীন হয়েছিল। ধর্মনিরপেক্ষ দেশে রাষ্ট্র-পোষিত শিক্ষাব্যবস্থায় ধর্মশিক্ষার আয়োজন স্পষ্টতই অযৌক্তিক। আপাতত সে প্রশ্ন সরিয়ে রাখলেও জ্ঞানের জগৎ ও ধর্মের রাজ্যের মধ্যে মৌলিক বিরোধের সম্পর্কটা তো মনে রাখতেই হবে। জ্ঞান সতত অগ্রসারী। জগৎ, জীবন, সভ্যতা, সংস্কৃতির সঙ্গেই জ্ঞানের বিকাশ ঘটে, তার দিগন্ত প্রসারিত হতে থাকে। আজ যে তত্ত্ব প্রতিষ্ঠিত হল আগামীকাল থেকেই তা প্রশ্নের সামনে দাঁড়াবে। চলবে বিচার-বিশ্লেষণ, নিরন্তর গবেষণা। সৃষ্ট হবে নিত্য নতুন জ্ঞান-বিজ্ঞান যা মানুষের জীবনকে আরো এগিয়ে দেবে। কিন্তু ধর্মের রাজ্যে প্রশ্নের দ্বার রুদ্ধ, যুক্তি বিচার নিষিদ্ধ। মানুষের বিবেচনা শক্তিকে বন্ধক দিতে হবে বিশ্বাসের পায়ে। নতুন পরিস্থিতিকে বিশ্লেষন করে কোনো নতুন পথের দিশা ধর্ম দেখাতে পারে না। সে স্থান নিশ্চল। তাই ইতিহাসে বারে বারে যুগান্তকারী বৈজ্ঞানিক আবিস্কার আর উদ্ভাবনের সঙ্গে ধর্মের বিরোধ বেধেছে। যুক্তিবাদীদের শাস্তি পেতে হয়েছে ধর্মশাস্ত্রের বিচারে। বিদ্যাশিক্ষার সঙ্গে ধর্মশিক্ষার এই সম্পর্কের দিকে রবীন্দ্রনাথ দৃষ্টি আকর্ষণ করেছেন নানাভাবে। ১৯১২ খৃষ্টাব্দে 'ধর্মশিক্ষা' প্রবন্ধের এক জায়গায় তিনি লিখেছেন, "............... একদিন যে-ধর্মসম্প্রদায় দেশের বিদ্যাকে পালন করিয়া আসিয়াছে পরে তাহারাই সে বিদ্যাকে বাধা দিবার সর্বপ্রধান হেতু হইয়া উঠিল। কারণ, বিদ্যা যতই বাড়িয়া উঠিতে থাকে ততই সে প্রচলিত ধর্মশাস্ত্রের সনাতন সীমাকে চারিদিকেই অতিক্রম করিতে উদ্যত হয়। শুধু যে বিশ্বতত্ত্ব ও ইতিহাস সম্বন্ধেই সে ধর্মশাস্ত্রের বেড়া ভাঙিতে বসে তাহা নহে, মানুষের চারিত্র নীতিগত নতুন উপলব্ধির সঙ্গেও প্রাচিন শাস্ত্রানুশাসনের আগাগোড়া মিল থাকে না।

এমন অবস্থায় হয় ধর্মশাস্ত্রকে নিজের ভ্রান্তি কবুল করিতে হয়, নয় বিদ্রোহী বিদ্যা স্বাতন্ত্র্য অবলম্বন করে; উভয়ের এক অন্নে থাকা আর সম্ভবপর হয় না।" কিন্তু ধর্মশাস্ত্র কী তার নিজের ভুল স্বীকার করবে? পরের অনুচ্ছেদেই রবীন্দ্রনাথ তার উত্তর দিয়েছেন— "ধর্মশাস্ত্র যদি স্বীকার করে যে কোনো অংশে তাহার জ্ঞান অসম্পূর্ণ ও ভ্রান্ত, তবে তাহার প্রতিষ্ঠাই চলিয়া যায়। কারণ, সে বিশুদ্ধ দৈববানী, এবং তাহার সমস্ত দলিল ও পরোয়ানার উপর স্বয়ং সর্বজ্ঞ দেবতার সীলমোহরের স্বাক্ষর আছে, এই বলিয়াই সে আপন শাসন পাকা করিয়া আসিয়াছে। বিদ্যা তখন বিশ্বেশ্বরের বিশ্ব শাস্ত্রকে সাক্ষী মানে, আর ধর্মসম্প্রদায় তাহাদের সনাতন ধর্মশাস্ত্রকে সাক্ষী খাড়া করিয়া তোলে — উভয়ের সাক্ষ্যে এমনি বিপরীত অমিল ঘটিতে থাকে যে, ধর্মশাস্ত্র ও বিশ্বশাস্ত্র যে একই দেবতার বানী এ কথা আর টেঁকে না এবং এ অবস্থায় ধর্মশিক্ষা ও বিদ্যাশিক্ষাকে জোর করিয়া মিলাইয়া রাখিতে গেলে হয় মূঢ়তাকে নয় কপটতাকে প্রশ্রয় দেওয়া হয়।"

অবক্ষয়ের দুষ্টচক্র ভেঙে নতুন সমাজ, নতুন জীবনবোধ জেগে উঠুক আমাদের শিক্ষাঙ্গনের ঐকান্তিক সাধনায়।

[লেখকের অনুমতিক্রমে পুণ:মুদ্রিত]

নয়া বিশ্বায়ন, আমাদের শিক্ষা এবং ভারতের সংবিধান

(একটি সংক্ষিপ্ত রূপরেখা)

জ্যোতির্ভূষণ দত্ত

বিংশ শতাব্দীর শেষের প্রায় দুই দশক বিশ্বায়ন এবং অর্থনৈতিক উদারিকরণের নামে বিভিন্ন রাষ্ট্রে চলেছে নানা ধরনের নীতি নির্ধারণ এবং কাঠামোগত পরিবর্তনের চেষ্টা; তীব্রতরভাবে এখনও তা চলছে। মুখ্যত আমেরিকা যুক্তরাষ্ট্রের নেতৃত্বে প্রযুক্তি বিদ্যায় সমৃদ্ধ শিল্পোন্নত পুঁজিবাদী রাষ্ট্রগুলি অনুন্নত এবং উন্নয়নশীল দেশগুলিতে এই প্রচেষ্টা চালিয়ে যাচ্ছে। আন্তর্জাতিক অর্থভাণ্ডার, বিশ্ব ব্যাঙ্ক এবং বিশ্ববাণিজ্য সংস্থা প্রভৃতি আর্ন্তজাতিক প্রতিষ্ঠানগুলি এই বিশ্বায়ন প্রচেষ্টার প্রচার ও প্রয়োগের ক্ষেত্রে অনেকাংশেই শিল্পোনত দেশগুলির সাথে সহায়কের ভূমিকা পালন করে চলেছে।

বর্তমানকালে বিজ্ঞান ও প্রযুক্তিবিদ্যার অভূতপূর্ব অগ্রগতির ফসল পৃথিবীর সর্বত্র অবাধে চলাচলের মাধ্যমে সব রাষ্ট্রের উন্নতির হার এবং সমতা সুনিশ্চিত করাই নাকি এই বিশ্বায়ন এবং উদারিকরণ কর্মসূচির লক্ষ্য!

পৃথিবীর বিভিন্ন দেশের মধ্যে আর্ন্তজাতিক বাণিজ্য অর্থাৎ অর্থনৈতিক আদানপ্রদান এবং সেইসঙ্গে সাংস্কৃতিক যোগাযোগের প্রক্রিয়া তো অনেক দিন থেকেই চলছে। ইউরোপের শিল্প বিপ্লবের পর সেই প্রক্রিয়া অনেক ব্যাপক হয়েছে। কিন্তু নয়া বিশ্বায়নের সাথে এই প্রক্রিয়ার পার্থক্য আসমান জমিন। অন্যদিকে আর্ন্তজাতিকতা, বিশ্বভ্রাতৃত্ববোধ অথবা বিশ্বচেতনা প্রভৃতি ধারনাগুলির সাথে আমাদের পরিচয় অনেকদিনের এবং মানবসভ্যতার সামগ্রিক উন্নয়নের লক্ষ্যে এগুলির গুরুত্ব সর্বজনস্বীকৃত। কিন্তু এই ধারনা এবং নয়া বিশ্বায়নের ধারনা সমার্থক নয়। আর্ন্তজাতিকতা ভাবনাটির মধ্যে আদর্শবাদের যে দৃষ্টিভঙ্গী পৃথিবীর শান্তি, মৈত্রী এবং উন্নয়ন প্রচেষ্টাকে উদ্বুদ্ধ করেছে এবং মানবসভ্যতার অগ্রগতির ক্ষেত্রে প্রেরণা যুগিয়েছে, নয়া বিশ্বায়নের উদ্যোগের পেছনে উক্ত আদর্শবাদ বা মূল্যবোধ কাজ করে না। প্রকৃতপক্ষে ধনী শিল্পোন্নত দেশগুলির পুঁজিবাদী অর্থব্যবস্থার অনিবার্য সংকটমোচন ও প্রতিরোধের উদ্দেশ্যে এবং অতি মুনাফালাভের স্বার্থে নয়া এই বিশ্বায়ন দরিদ্র ও উন্নয়নশীল দেশগুলির বিরুদ্ধে সাম্রাজ্যবাদী আক্রমনের নতুন এক প্রকৌশল।

'রাতের আকাশে কোন তারা নেই, কেবল আছে বাদুড়, পেঁচা আর উন্মাদ চাঁদ'। বিংশ শতাব্দীর প্রাক্কালে জার্মান দার্শনিক নীটশে মানবজাতির ভবিষ্যৎ সর্ম্পকে এই রকম হাড় হিম করা বিবরণ দিয়েছিলেন। তাঁর মৃত্যু ১৯০০ সালে। এর পরবর্তীকালে একাধিক বিশ্বযুদ্ধে নির্বিচার মানবনিধন, ধ্বংস, নিপীড়ন ও অত্যাচারের অসংখ্য ঘটনাবলী পরিকল্পিত নিষ্ঠুরতার সাথে সংগঠিত হয়েছে। একবিংশ শতাব্দীর প্রাক্কাল থেকে এই নিষ্ঠুরতা এবং অমানবিকতার আর একটি নতুন অধ্যায় শুরু হয়েছে যার নাম নয়া বিশ্বায়ন। এই নয়া বিশ্বায়নের প্রধান রূপকার আমেরিকা যুক্তরাষ্ট্র। এই নয়া বিশ্বায়নের অমানবিক চক্রান্ত এবং সাম্প্রতিক কার্যকলাপ স্মরণ করলে স্বাভাবিকভাবে উদ্বেগ ও উৎকণ্ঠার সৃষ্টি হয় যে নীটশে কল্পিত মানবজাতির দুর্বিষহ ভবিষ্যৎ বাস্তবে রূপায়িত হতে চলেছে। একদিকে নয়া বিশ্বায়নের নামে সাম্রাজ্যবাদ এবং আর একদিকে ঐতিহ্য রক্ষার অছিলায় মৌলবাদ বর্তমান বিশ্বের সাধারণ মানুষকে বিভ্রান্ত করছে এবং তাদের জীবনযাত্রার ওপর আক্রমণ নামিয়ে এনেছে। সন্ত্রাসকে দুপক্ষই অজুহাত হিসেবে ব্যবহার করছে। শুভবুদ্ধি সম্পন্ন মানুষের পক্ষে বুঝতে অসুবিধে হয় না যে সন্ত্রাসের বিরুদ্ধে আমেরিকার আগ্রাসন আসলে সাম্রাজ্যবাদী অভিযান ছাড়া আর কিছু নয়। নয়া বিশ্বায়নে একটি মাত্র প্রতিষ্ঠানকেই সর্বজনীন এবং সর্বশক্তিমান বলে ধরা হচ্ছে, সেই প্রতিষ্ঠানটি হচ্ছে বাজার এবং বিশেষ করে মুলধনের বাজার। অনেকে মনে করেন যে বিশ্বায়নের প্রবক্তারা মুক্ত বাজারকে সব জায়গায় ছড়িয়ে দিতে চান। সেই দিক থেকে বিচার করলে নয়া বিশ্বায়নের মতাদর্শকে বাজার বা বাজারকেন্দ্রিক মৌলবাদ বলা চলে। কিন্তু আসলে এই মৌলবাদ মুক্ত বাজার চায় না-চায় যে জ্ঞানের বাজার, গবেষণার বাজার - প্রকৃতপক্ষে সমস্ত রকম বাজার মুষ্টিমেয় বহুজাতিক কোম্পনীর কুক্ষিগত থাকবে। আর্ন্তজাতিক বাণিজ্য সংস্থার (যা গ্যাট চুক্তি থেকে উদ্ভুত) 'মেধাসত্ব - এর ধারাগুলির মর্মার্থ এটাই। নয়া বিশ্বায়ন চায় মূলধনী মহাজন (দেশী একচেটিয়া এবং শিল্পোন্নত দেশগুলির বহুজাতিক সংস্থাগুলি) বিশাল থাবা মেলে একের পর এক গরীব দেশের সম্পদ গ্রাস করবে। বনানী, ভেষজ, সংস্কৃতি এবং শিক্ষার উপর আধিপত্য বিস্তার করবে। অন্যদিকে অনুন্নত ও উন্নয়নশীল দেশের জনসমষ্টি উন্নত দেশগুলিতে গিয়ে যাতে অভিবাসী (Immigrant) না হতে পারে তার জন্য অভিগমন (Immigration) সংক্রান্ত আইনকানুন কঠোরতর করা হচ্ছে। প্রকৃতপক্ষে এই বাজার কেন্দ্রিকতা একমুখী। বিশ্বায়নের বাজারকেন্দ্রিক মৌলবাদীদের তথাকথিত মুক্ত বাজার সত্যিকারের মুক্ত বাণিজ্যের কাছে প্রহসন মাত্র। বাজারি মৌলবাদ প্রায়শ আশ্রয় করেছে ধর্মীয় মৌলবাদকে। বাজারি মৌলবাদ যেমন বাজারকে বিকৃত করে শিল্পোন্নত সাম্রজ্যবাদী দেশগুলির আধিপত্য প্রচেষ্ঠা করতে চায়, ঠিক তেমনভাবেই ধর্মীয় মৌলবাদও যে ধর্মকে আশ্রয় করে গাজিয়ে ওঠে, সেই ধর্মকে বিকৃত করেই নিজেকে প্রসারিত করে।

পুঁজিবাদী দুনিয়া সাম্রাজ্যবাদী উদ্দেশ্য সাধনের জন্য অর্থনীতি, দর্শন, সামাজিক মতাদর্শ, সামরিক ধ্যানধারণা এবং অস্ত্রশস্ত্র সবকিছুই বিশ্বের হাটে বিক্রি করতে বেরিয়ে পড়েছে। ক্রেতা অনিচ্ছুক হলে গালটিপে আদর করে অথবা গলাটিপে ভয় দেখিয়ে বিক্রয়ের ব্যবস্থা হচ্ছে। কারণ তাতেই নাকি পুঁজিবাদী বিশ্বের প্রাণভোমরা বাঁচবে, এবং পৃথিবীর সর্বাঙ্গীন উন্নতি হবে। কিন্তু প্রকৃতপক্ষে বিশ্বায়ন পৃথিবীর যে কোনো দেশে বিশেষ করে তৃতীয় বিশ্বে শুধু অর্থনৈতিক সংকট সৃষ্টি করছে তাই নয়, যে কোনও দেশের আঞ্চলিক সংস্কৃতির ও জাতীয় শিক্ষার পক্ষে তার পরিণতি হয়ে উঠেছে অত্যন্ত বিপজ্জনক। জাতীয় সংস্কৃতি ও শিক্ষা, জাতীয় মূল্যবোধ এবং জাতীয় প্রতেষ্ঠানগুলি এর ফলে প্রবল চ্যালেঞ্জের সম্মুখীন হচ্ছে। ভোগবাদ ও পণ্যমোহের উৎকর্ষ বৃদ্ধি এই চ্যালেঞ্জের একটি অংশ মাত্র।

বিশ্বে সাংস্কৃতিক সাম্রাজ্যবাদের ইতিহাস, যার অপরিহার্য অঙ্গ শিক্ষার ইতিহাস, অনেক দীর্ঘ। সেই ইতিহাস প্রলম্বিত হতে হতে সাংস্কৃতিক বিশ্বায়নের অবয়ব গ্রহণ করেছে। কেন্দ্রবিন্দুতে চলে এসেছে আমেরিকান থিম ও আমেরিকান আধিপত্য। সাংস্কৃতিক বিশ্বায়ন ভোগবাদ ও পণ্যমোহের বিস্তারের মাধ্যেমে অর্থনৈতিক সাম্রাজ্যবাদের স্বার্থ চরিতার্থ করেছে - এক্ষেত্রে শিক্ষাকেও গুরুত্বপূর্ণ মাধ্যম হিসেবে ব্যবহার করা হচ্ছে। তাই শিক্ষার সাথে প্রত্যক্ষ ও পরোক্ষভাবে যুক্ত ব্যক্তিবর্গকে, মননজগতের কারিগরদের, নয়া বিশ্বায়নের আগ্রাসী বৈশিষ্ট্যগুলি বিশেষভাবে জানতে হবে। কারণ এই আগ্রাসন নির্ধারণ করছে সমাজকাঠামো, সামাজিক চরিত্র, আরো নির্দিষ্ট করে বললে মানুষ ও মানবিক চরিত্র বৈশিষ্ট্যগুলি এবং মানুষের সাথে মানুষের সম্পর্কগুলি।

শিক্ষার ক্ষেত্রে নয়া বিশ্বায়নের গুরুত্বপূর্ণ ফলাফল গুলি নীচে সূত্রাকারে উল্লেখ করা হচ্ছে ঃ

ক) 'পরিষেবা'-রূপী শিক্ষার ক্ষেত্রে দেশি ও বিদেশি পুঁজি ট্রিলিয়ান ডলারের (আনুমানিক ৪৭ লক্ষ কোটি টাকা) একটি শিল্প ক্ষেত্র খুঁজে পেয়েছে এবং সেখানে অনুপ্রবেশের জন্য তারা মরিয়া হয়ে উঠেছে। এ ক্ষেত্রে আশঙ্কা করার যথেষ্ট কারণ আছে - শিক্ষার ক্ষেত্রে ব্যাপক বেসরকারিকরণ, বানিজ্যীকরণ ও ব্যক্তিমালিকানাকরণ শুরু হয়েছে। বিনিয়ন্ত্রণ নীতির মাধ্যমে ভারত সরকারও এই প্রক্রিয়ায় উৎসাহ যোগাচ্ছে।

গ্রামাঞ্চলের বিদ্যালয় শিক্ষার ক্ষেত্রও এই প্রভাব থেকে মুক্ত নয়। উচ্চশিক্ষা, কারিগরি ও বৃত্তি শিক্ষার ক্ষেত্রে এই প্রবনতা বিশেষ ভাবে উল্লেখযোগ্য। এটা ভাবাই স্বাভাবিক যে গ্রামাঞ্চলে ভূস্বামীগণ বিদ্যালয় শিক্ষার ক্ষেত্রে এবং শহরাঞ্চলের বড় পুঁজি উচ্চশিক্ষা, কারিগরি শিক্ষা ও বৃত্তি শিক্ষার ক্ষেত্রে পুঁজি লগ্নীর সুযোগ খুঁজে বেড়াচ্ছে।

খ) শিক্ষা প্রতিষ্ঠানগুলির ওপর থেকে অত্যন্ত দ্রুত গতিতে রাষ্ট্রের নিয়ন্ত্রণ শিথিল হচ্ছে এবং জনমানসে সরকারি শিক্ষা প্রতিষ্ঠানগুলির অবনমন ঘটছে।

গ) ভারতের স্বাধীনতা সংগ্রামের অন্যতম লক্ষ্য হিসাবে এবং স্বাধীনোত্তর যুগের শিক্ষা কমিশন ও কমিটির সুপারিশে 'জাতীয় শিক্ষার যে ধারণা' ও কর্মসূচিকে অগ্রাধিকার দিতে বলা হয়েছে, নয়া বিশ্বায়নের প্রভাবে জাতীয় শিক্ষার সেই ধারণাটাই দ্রুতগতিতে বিলুপ্তির পথে।

ঘ) কল্যানকর রাষ্ট্রের অপরিহার্য দায়িত্ব বিবেচনায় সরকার আর শিক্ষাকে জনগনের অত্যাবশ্যক পরিষেবা হিসেবে গুরুত্ব দিতে চাইছে না।

ঙ) শিক্ষা ক্রমশ 'মহার্ঘ' পণ্য হিসাবে বিবেচিত হচ্ছে, মানুষ গড়ার প্রক্রিয়া হিসাবে নয়।

চ) পেশাদায়িত্ব ('Professionalism') এর অছিলায় বহু শিক্ষা প্রতিষ্ঠান সমাজবিমুখ, জাতীয় ঐতিহ্য বিরোধী, ভোগসর্বস্ব এবং অমানবিক দৃষ্টিভঙ্গী সম্পন্ন এক নতুন প্রজন্মের সৃষ্টি করছে। একে নিয়ন্ত্রণ করতে না পারলে সভ্যতার অমানবিকীকরণের প্রক্রিয়াগুলি বলবান হবে।

ছ) 'গ্যাট' চুক্তি নির্ভর 'Patent Law' বিজ্ঞান ও প্রযুক্তির গবেষণার ক্ষেত্রে প্রতিবন্ধকতার সৃষ্টি করেছে এবং আগামী দিনে এই বাধা আরও ভয়াবহ আকার ধারণ করবে।

জ) শিক্ষার ক্ষেত্রে সরকারি দায়িত্ব হ্রাসের ফলে শ্রেণি বিভক্ত সমাজে জনগনের সামাজিক ও অর্থনৈতিক অসাম্য দ্রুত বৃদ্ধি পাবার আশংকা দেখা দিচ্ছে।

ঝ) শিক্ষার ক্ষেত্রে সাংবিধানিক প্রতিশ্রুতি রক্ষা করার ব্যাপারে বিভ্রান্তি সৃষ্টি হবে।

ঞ) বেসরকারি শিক্ষা প্রতিষ্ঠানগুলির গুণগত মান সম্পর্কে অস্পষ্টতা ও বিভ্রান্তি দেখা দেবে।

ভারতীয় সংবিধানের সাম্প্রতিক সংশোধন ঃ

২০০২ সালের ভারতীয় সংবিধানের ৮৬ তম সংশোধনের ফলশ্রুতি হিসাবে ৬ থেকে ১৪ বছরের শিশুদের ক্ষেত্রে প্রারম্ভিক শিক্ষার অধিকারকে মৌলিক অধিকারে উন্নীত করা হয়েছে। বলাই বাহুল্য, শিক্ষার ক্ষেত্রে এই সংবিধান সংশোধন একটি অত্যন্ত গুরুত্বপূর্ণ পদক্ষেপ।

এই সংবিধান সংশোধনের মূল্যায়ন প্রসঙ্গে নয়া বিশ্বায়নের প্রেক্ষাপটে আন্তর্জাতিক প্রভাব ও সম্ভাব্য বাধ্যবাধকতার বিষয়টি অবশ্যই অনুধাবন করা প্রয়োজন। আরও প্রয়োজন 'সর্বশিক্ষা অভিযান' সফল করার স্বার্থে কী কী সতর্কতা গ্রহণ করা অপরিহার্য তা বিশেষ ভাবে বিবেচনা করা।

Uniqueness of Madrasah Education in West Bengal

Dr. Abdus Sattar President
West Bengal Board of Madrasah Education

A very special type of Educational Board known as the West Bengal Board of Madrasah Education, the nucleus of which started in 1927 stands now is not what its name stands for. Of late it has become a vanguard for reform; reform in the context of the demands of the 21st century information, technology and modernization reflecting the modern aspirations and expectation of the community.

The term 'Madrasah' – an Arabic word means educational institutions/schools imparting education to all irrespective of religion, caste, creed and gender - a unique example in India not only at present but coming down from the historical times since the mediaeval and British India. With the promulgation of the constitutional principals of liberty, equality, socialism, secularism and democracy, the madrasah education in the state of West Bengal has been further strengthened and it has become the property of the common people. This drive by developing country like India is the fulfillment of UNESCO's mission to achieve Education for all. Our Hon'ble President of India, His Excellency Dr. A. P. J. Abdul Kalam also emphasized on the one engine that's today driving a changing India is empowerment. Empowerment of the individual, the family, the neighborhood, the community and hence, the nation. Even Gandhiji has said that India lives in its villages. A large number of India's population still lives in the rural areas and very small percentage of them has access to avail the proper educational facilities. Empowered India means to take knowledge in the roots of the country that is village. Village Learning centre (VLC) will fulfill the needs of the rural mass.

Madrasah Education in Bengal is serving this demand from its inception. Because most of these madrasahs have come up in the remote rural areas of the country. The Madrasahs founded with the donations of the local muslim population, in course of time, came under the Board. Most of the students in these madrasahs are first generation learners and coming from socio economically backward families.

Only in the state of West Bengal Madrasahs got recognition from the State Government. The year 1994 was a historic day in the history of the Board when on 28th June, 1994 the Board had been given autonomous status through the passing of the West Bengal Board of Madrasah Education Act, 1994 (West Bengal Act, XXXIX of 1994) in the West Bengal State Legislature. It enjoys status and privileges like other School Education Boards/ Council in West Bengal. It has power to direct, supervise and control all types of madrasahs (Junior, High and Senior Madrasahs) and controls the total madrasah education in the State. It functions within the jurisdiction of the Act/ Rules and on the guidelines suggested by the School Education Department, Govt. of West Bengal. Government spent yearly Rupees 125 crores for Madrasah Education.

Madrasah Education stands on three aspects of the engine of empowerment - (i) Access, (ii) Equity and (iii) Quality. In the twenty-first century, developing countries face a multiplicity of challenges in their quest of development. The rapid expansion of the education system and its overburdening in many countries, have resulted in the inability to attend. Adequately to the question of educational equity which calls for providing learning experiences appropriate to the learning needs of students with varying abilities. As Jefferson once said 'There is nothing more unequal than equal treatment of unequal people'. (1)

Here, the Madrasah Board since the beginning of the century has transformed itself from a mere examining body into living, creative agent ushering a new hope in the state and even in the whole country. The horizontal and the vertical expansion of the madrasah education is being pursued and the number of the students' population being increased approximately by 15% in 2005. For example, the remarkable number of enrolment of even 3,600 students in one Madrasah.

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(1) Excellence in Education investing in human talent. Learning the Treasure within, Report to UNESO of the International Commission on Education for Twenty First Century. P-194

At present there are 508 recognised Madrasahs in the State of West Bengal of which Calcutta Madrasah College (under Higher Education Department) and Hooghly Madrasah (Class V to XII) are two Government Madrasahs. There are 125 Junior High Madrasahs (from Class V to Class VIII standard) where 42 Junior High Madrasahs have been upgraded to High Madrasahs in this year, 280 High Madrasahs (from Class VI to Class X standard) and 103 Senior Madrasahs. There are also 50 Higher Secondary Madrasahs in this Madrasah list. Here, all teachers are appointed by the Managing Committee on the basis of the recommendation of the West Bengal Central School Service Commission. In 1977, the Government of West Bengal not only made reformation in High Madrasah Education system but also in 1982 with the recommendation of the Senior Madrasah Education Committee new syllabus and curriculum, pay scale of the teachers of Senior Madrasahs made accordingly.

Madrasah Education in Bengal stands on the following five pillars —

1. The Secular characters to Madrasah Education system denotes that 12% non-muslim students including SC and ST are admitted in Madrasahs. The Madrasah Board provides same curriculum and syllabus and teaching-learning process like West Bengal Board of Secondary Education. Even head teachers, managing committee members and teachers are selected for Madrasahs irrespective of religion and communities. Moreover, teachers are selected by the West Bengal Central School Service Commission. The SSC also selects teachers for Arabic language and theology with general subject teachers. The teachers and non-teaching staff of Madrasahs are enjoying same scale and other benefits as are received by other teachers and staff of secondary schools.

2. Another important feature is the co-education system in Madrasahs. The provision of 'Equity' has been fairly balanced about 95% of Madrasahs including Senior Madrasah are co-educational. 65% of girl students are enrolled in these madrasahs which rest of India's Madrasahs can only imagined. Head teachers, teachers and managing committee members have been sensitized on 'Gender Equity' and 'Disability'.

3. Another special aspect is that full convergence has been established between the School and Madrasahs in respect of admission at all levels where there is no discrimination from School to Madrasah and vice-versa. Even certificates from Madrasah Board are recognised not only in State level but in National level also.

   After passing the High Madrasah (Class X) Board examination students can get admission in general stream of education i.e. in Higher Secondary standard of general education, where there is no theological subject. Students passing class X examination in Senior Madrasahs (here it is called Alim) are at liberty to get admission in mainstream courses that is Higher Secondary standard or they may move to theological study i.e. Fazil, Kamil and M.M. Though Alim has been recognised as equivalent to class X standard of Secondary education. Our study shows almost (75-85 percent) of senior Madrasah students take admission into general (10+2) courses under the West Bengal Council of Higher Secondary Education and rest (15-20 percent) of Madrasah students take admission into theological courses. This is a clear picture of indication that students passing from class X standard of Senior Madrasah examination can also avail the opportunity of main stream education.

4. Education has also been a highly social exercise. The full development of the individual's personality is the outcome of the process of discovering other people on the basis of a moral outlook. Humanization, defined as the internal growth of the individual finds its fullest expression at that fixed point where the paths of freedom and responsibility meet. Education develops fellow feelings among the learners through social activities in the society.

   Nowadays the 25% who live in town and cities have 75% healthcare access. To rectify the deficiency the government has launched the National Rural Health Mission to bring down infant mortality, maternal mortality and stabilize population, provide nutrition, sanitation and drinking water and ensure quality healthcare for even the last person living in the last village. The West Bengal Madrasah Board has also taken part in this movement of socialization. The Madrasah Board in collaboration with UNICEF has started the Polio Eradication and Routine Immunisation Programmes involving students, teachers, managing committee members, community people and religious heads in close coordination with district level officers, panchayet, teachers' organizations and village level interested persons. The people living in backward villages, slams (bastees) and mahallas and other affected areas may get rid of this menace. The Board has undertaken district level orientation-cum-workshops of teachers, training of volunteers meeting and advocacy programmes to achieve desired target. Almost 3,500 ex-students of madrasahs were appointed volunteers of whom 50% male and 50% female. These volunteers helped to motivate guardians to protect their children for building a healthy and prosperous nation in future.

   The West Bengal Board of Madrasah Education in collaboration with UNICEF has published a document on Polio Eradication Programme. In this book we have made a humble attempt to give the story of our struggle & success. Words here are written in sweat & tears, for describing what we achieved to eradicate polio is far more difficult than actually what we did. This is again the singular instance in the country often academic board so

thoroughly participating in a task, not directly associated with education and that too with the children of a comparatively weak section of the people. We have detailed information about the heritage of madrasah education, roots of community health of this country, growth and evolution of National Health Policy and many other necessary items to understand the whole of History of this programme.

5. Quality as it is commonly understood is what satisfies the customers i.e. the society, the guardians, the students and the employees. It does not connote its abstractness but in educational parlour it denotes its functional and transformational aspects. In the field of Madrasah education we do give emphasis on our mission for attaining quality and for taking appropriate measures in quality level performance for the teachers, students and total madrasah itself. In this modern century "quality" is the first and "quality" is the last word and there is no scope for regression.

Technology Aided Learning

In the twenty first century to achieve millennium goals the activity of education and all kinds of training have become one of the prime movers of development. It also contributes to scientific and technological progress and to the widespread advancement of knowledge which are the most decisive factors of economic growth. But the core problem in this regard is still the uneven distribution of knowledge and skills. The developing country like India's progress in science and technology has been phenomenal as India is the third largest reservoir of scientific and technical manpower. The I.T. explosion, the surge in Bio-Technology, Pharmaceuticals, and Agricultural revolution has put India on the global map. But here also dualism i.e. prosperity in one sector and pauperism in other sector has become the order of empowerment. Madrasah education is also a part of this uneven distribution of the advanced education system. Most of the students of madrasahs are coming from socio-economically backward communities. To fulfill the demands of twenty first century students need close relation with technological advancement in education.

To cope-up with this type of modern technology based education the West Bengal Board of Madrasah Education signed a MOU with the 'Intel ®' - a global technology company for improving the Technology Aided Learning atmosphere of the Madrasah in West Bengal. The project is entitled "Intel teaches to the future- Technology Aided Learning". Though West Bengal Board of Madrasah Education already had indroduced the computer literacy programme in some madrasahs earlier by supplying of 10 computers to each madrasah from department of School Education, Government of West Bengal. The Board also in collaboration with IIIM organised Teachers' Training Programmes in respect of Computer Literacy Programmes.

This training programme, in collaboration with PBR PSUS, is to help classroom teachers on how to use technology for the improvement of teaching and learning, to integrate technology into the classroom through technological presentation of content units of curriculum in Science, Mathematics, English and Bengali literature etc. and thereby making the Teaching- Learning more practical and class friendly. This training programme is also aimed at helping teachers to expand the boundaries of their creativity as well as of students in the classroom.

This training was based on 'Train the Trainer Model' which was organised in two phases- one at Kolkata (venue-Beniapukur High Madrasah) covering 21 Heads on 28.09.04 and 19 Teacher from 04.10.04 to 14.10.04 of the Madrasah at 10 a.m. from Kolkata, Hooghly, Howrah, North-24Pgs. and South 24Pgs. and Birbhum Districts and another one at Malda (Venue-N.M.S. High Madrasah) covering 16 Heads on 29.09.04 and 18 teachers from 05.10.04 to 15.10.04 of the Madrasahs at 10 a.m. from Malda, Murshidabad, Uttar and Dakshin Dinajpur, Jalpaiguri, Darjeeling and Nadia Districts. Moreover, 01 day Refresher Course for computer teacher was also organised by the Board on 08.12.04.

After this training these trained teachers who called Master Trainers trained the remaining teachers in their respective Madrasahs. Intel also provided certificate to them on successful completion of training after receiving the necessary training completion documents.

After completion of First Phase training Madrasah Board jointly with Intel has organised Information and Communication Technology (ICT) integration in Madrasah Education for 01 day conference with 26 Heads of the Madrasahs under SSA schemes on 24.05.05 at 10.30 a.m. in Board premises.

To increase the effective and innovative use of technology in teaching and learning, these trainee teachers from Madrasahs learn how to handle computers and to integrate technology into the classroom through technological presentation of content units of curriculum in Science, Mathematics, English and Bengali literature etc. and thereby making the teaching-learning more practical and class friendly. It also helps to expand the boundaries of creativity of teachers as well as students and to spark student's imagination and ultimately move them towards greater learning through virtual presentation. Moreover, it helps to develop lesson plan for future.

Brief History and Development of Madrasah Education in Bengal

The history of Muslim education in India since the inception of British rule is closely associated with the history of Madrasah Education, which is popularly known as Madrasah-I-Aliah. In October 1780 the first Madrasah educational institution in British India was founded by Warren Hastings, the first Governor General of the East India Company. It came into being in Calcutta. The main object of the founder was to promote the study of the Arabic and Persian languages and of the Mohammedan law, with a view to qualify the sons of Mohammedan gentlemen for responsible and lucrative offices and to train officers for running the revenue administration and judiciary. Warren Hastings provided a rented building at Baithakkhana near Sealdah for the "*Seminary of Mohammedan Literature*" and engaged the services of Maulana Mayduddin as Superior who was 'represented to be uncommonly qualified' for the purpose. Subsequently so many changes and developments were introduced in Calcutta Madrasah.

The British rulers felt the necessit of extending the facilities of medical education among the Muslims. In the year 1826, a medical class was instituted in the Madrasah. This medical class in the Calcutta Madrasah was the first of its kind in India and continued till the establishment of the Calcutta Medical College in the year 1835. Funds saved by abolishing the Medical classes in the Madrasah enabled the students of the Madrasah to get them admitted in the Calcutta Medical College.

The Madrasah system of education with the traditional and new Calcutta Madrasah system had a new turn in 1915 under the initiative of the British Government. The then Government, on the recommendations of the Mohammedans Advisory Committee introduced the teaching of general subjects like History, Geography, English in addition to Islamic studies. These Madrasahs are known as High Madrasah Education System. At the same time some Madrasahs continued their old traditional pattern of madrasah education which is known as Senior Madrasah Education system. Notable among them are Calcutta Madrasah College (Madrasah Alia) and Furfura Senior Madrasah in Hooghly district. The Board of Islamic Intermediate and Secondary Education, University of Dacca used to conduct the High Madrasah Education and the Board of Central Madrasah was established in 1927 for conducting the examination (Alim, Fazil & M.M. as were in existence from time to time) of Senior Madrasahs spread over Bengal, Bihar and Orissa. The same situation continued upto 1947 when India was partitioned with attainment of Independence.

After the partition the main Board was shifted to Dacca and an interim Board named West Bengal Madrasah Education Board was set-up in Hooghly Islamia College (Now Hooghly Madrasah) with Principal of that College as Ex-Oficio Registrar. Calcutta Madrasah was also reopened in 1949 at the initiative of Moulana Abul Kalam Azad, the then Education Minister of the Govt. of India. The Madrasah Board was then transferred to Calcutta Madrasah with its Principal as Ex-Officio Registrar and the D.P.I., West Bengal as its President. In 1964 the Board was reconstituted with 15 members with President and an Advisory body. The post of Registrar was abolished and a Secretary was appointed for running the daily administration. A new building for the Board was constructed at 19, Haji Md. Mohsin Square, Kolkata – 700 016.

The Madrasah Board, as it is stands today, has already ventured in the qualitative direction through the following strategies :—

(1) Providing dynamic and bold leadership and monitoring by the Board itself.

Ever since the establishment of the Modern type Calcutta Madrasah in 1780 and the creation of the new scheme madrasah in 1915 with the induction of general and selective subjects in the erstwhile madrasah curriculum. The madrasah education system experienced a big jump towards reform and modernization. But since the year 2000, the development of madrasah education received a U-turn and more acceleration in many respects which have positive effects on quality.

(a) The Board, at the central level has issued the call, "For better health, Strength and better Education" in the Madrasah System.

(b) The President and other officials are meeting Madrasah leaders, Head teachers and Members of the Management on routine basis to discuss all problems with priority given to achieving quality.

(c) Formation of Madrasah Complex to facilitate mutual consultations, dialogues among the Madrasahs, chalking out special Programmes for quality, organizing related co-curricular activities like debate, quiz, essay writing, achievement level tests and sharing of resources. About 69 Madrasah Complexes have been formed. Vigilant monitoring will be maintained to achieve quality in both academic and non-academic areas. Quality has a value dimension and the said complex may help enormously in the direction. It is based on policy of Decentralization.

(d) Introduction of achievement level tests at the end of class VI, VII & X. It was applied on the first 05 top students of each class of each Madrasah on the paper set by the experts at the central level and the result was very positive. The marked answer scripts were returned to the students for remediation and quality performance. We admit with least hesitation that in this respect, the Board has some stumbling blocks to break through continuous patient programmes. Our student population mostly constitute 80% of the Muslim community who are mostly rural, backward, disadvantaged, poor and unemployed. Almost 95% of them are of average merit and it is a Herculean task to jump over. Nevertheless this threat is to be treated through constant and useful guidance and counseling.

(e) Physical Resources by themselves are not regarded as an indicator of quality. Yet the availability of these facilities, as experience shows, play a great part for quality improvement. Our Madrasahs were originally established by public donations and contributions from the poor people and hence the infrastructural conditions are very weak and need immediate financial assistance. The Madrasah Board has made some impacts through the collaboration with the DPEP & SSA and efforts are on to link the Madrasahs with the CLRCs & BLRCs for sharing the resources but here the Madrasah Board has to think of positive steps to fill up the infrastructural deficiencies.

(f) The importance of the quality of teaching and the role of teacher is very crucial in the early stage of basic education. The greater is the handicaps of the children coming to school when they have to overcome the poverty, difficult social environment or physical impairments. Here, teacher plays an effective role in terms of teaching skills as well as on the human qualities of empathy, patience and authority when a child's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning are to be built, will be unsound.

Development of in-service programmes to allow frequent access to students by teachers, in-particular using appropriate communication technologies. The West Bengal Board of Madrasah Education in collaboration with Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha organized several sensitization programmes of teachers of different madrasahs.

Name of the Programme	Date	No. of Participants
(1) 06-day in-service orientation Programme on "Pedagogy and General Subjects of Primary Level" of Primary teachers of the recognised Senior Madrasah of Hooghly, Howrah & Burdwan.	20.07.04 to 25.07.04	62
(2) 03-day in-service Orientation Programme on "English Language for classes (I-V)" for the teachers of Primary section of North 24 Parganas, South 24 Parganas, Kolkata.	23.07.04 to 25.07.04	60
(3) 03-day in-service Orientation Programme on "Gender Equity & IED" for the Teachers of recognised Senior Madrasah of Cooch Behar, Uttar & Dakshin Dinajpur, Jalpaiguri and Malda.	07.08.04 to 09.08.04	80
(4) 03-day in-service Orientation-cum-Workshop of Superintendent/TIC on "Administrative Planning & Management of Madrasahs" of the districts, Malda, Cooch-Behar, Uttar & Dakshin Dinajpur, Jalpaiguri and Murshidabad.	10.08.04 to 12.08.04	47
(5) 03-day in-service Orientation Programme on "English Languages of Class I to V for the recognised Senior Madrasahs of Murshidabad and Nadia.	13.08.04, 14.08.04 16.08.04	44
(6) 03-day in-service Orientation-cum-Workshop on "English Languages of classes (I-V)" for the primary teachers of the recognised Senior Madrasahs of Howrah, Hooghly, Bankura, Burdwan, Birbhum and Purulia.	18.09.04 to 20.09.04	43

	Name of the Programme	Date	No. of Participants
(7)	03-day in-service Orientation-cum-Workshop on "English Languages of classes (I-V)" for the primary teachers of the recognised Senior Madrasahs of Cooch-Behar, Uttar & Dakshin Dinajpur, Jalpaiguri and Malda.	09.10.04 to 11.10.04	45
(8)	03-day in-service Orientation Programme on "Gender Equity & IED" for the Teachers of recognised Senior Madrasahs of Hooghly, Bankura, Burdwan, Birbhum and Purulia.	22.12.04 to 24.12.04	48
(9)	11-day (10+1) Workshop on "Technology Aided Learning" (TAL)	28.09.04 & 04.10.04 to 14.10.04	Headmaster-21 (01-day) Assistant Teacher - 19 (10 days)
(10)	11-day (10+1) Workshop on "Technology Aided Learning" (TAL)	29.09.04 & 05.10.04 to 14.10.04	Headmaster-16 (01-day) Assistant Teacher - 18 (10 days)
(11)	Workshop on "Technology Aided Learning" (TAL)	08.12.04	20
(12)	05-day Workshop on "Development of Balanced Question Paper" in collaboration with NCERT.	10.01.05 to 14.01.05	46
(13)	03-day Workshop on ILIP ("Preparation of State Level Resource Group")	15,17,18th June 05 and SRG - follow up meeting on 27.01.05 and 03.02.05	51
(14)	05-day Workshop on "Science & Mathematics" in collaboration with NCERT	07.02.05 to 11.02.05	45
(15)	01-day motivation camp on "ILIP for the Heads of the Senior Madrasah in the Dist. of Murshidabad, Malda, Uttar & Dakshin Dinajpur, Cooch-Behar, Jalpaiguri	15.02.05	33
(16)	02-day Orientation-cum-Workshop on Teaching/ Learning of History at Elementary Level in collaboration with Paschim Banga Itihas Sansad, Kolkata & PBRPSUS	16.02.05 to 17.02.05	50
(17)	01-day Sensitisation Programme on "Madrasah Complex" for all Heads of the Madrasah of Jr. High, High & Senior Madrasah of the Districts Malda	27.04.05	72
(18)	03-day in-service Orientation Programme on "Gender Equity & IED" for the teachers of Junior High & High Madrasahs for the districts of Jalpaiguri, Cooch-Behar & Darjeeling	27.05.05 to 29.05.05	60
(19)	02-day Workshop on "Capacity Building" of Board Officials in collaboration with NIEPA	4-5 July 2005	46
(20)	Enhancing Managerial Effectiveness of Madrasahs in collaboration with NIEPA	19-24 September, 2005	44
(21)	03-day Teachers training Programme of ILIP in collaboration with PBRPSUS for the teachers of Senior Madrasahs of South Bengal	11-13 November, 2005	42

The Board has duly acknowledged the financial assistance of DPEP/SSA Projects under Paschim Banga Rajya Parambhik Siksha Unnayan Sanstha received for infrastructural development of Madrasahs in respect of building construction, library grant etc.

(g) The West Bengal Board of Madrasah Education in collaboration with Paschim Banga Rajya Parambhik Siksha Unnayan Sanstha under SSA/DPEP Projects published and finalized textbooks, curriculum and syllabus. The details are given below :

(A) Revision and finalisation of Curriculum & Syllabus - Arabic

a) Preparation of Textbooks of Arabic for classes I, II and III completed and published.

b) Text-books of class IV - V on Arabic - preparation in process.

c) Text-books of class VI & VII on Arabic - published and VIII in process.

(B) Development of Training Module on Arabic Language for Teachers' Training for classes I & II completed and ready for printing.

(C) (i) Development of Vocabulary Book for classes - VI to VIII - already published.

(ii) Development of Rapid Book : 'Begum Rokiya - Hay Mahan Siksha Prana' - already published.

(D) Development of Text books on 06 different subjects for the classes VI - VIII -already published.

(E) Review of 14 Text books on different subjects for the classes I - VIII already published in the previous year.

(h) To fulfill the requirement of the development of the community, the West Bengal Board of Madrasah Education organized several programmes in collaboration with other organizations :

PASCHIM BANGA ITIHAS SANSAD :

The Board in collaboration with Paschim Banga Itihas Sansad organised one Orientation-cum-Workshop for the Madrasah teachers on teaching-learning of History at elementary level. Distinguished historian Dr. Barun De inaugurated the programme. It was attended by Dr. Suranjan Das, Pro-V.C. (Academic), C.U. and other experts from the Itihas Sansad. More such programmes are under consideration.

PRAYASAM

The Praysam, an NGO at Salt Lake City, Kolkata entered into a 'Shuruyat' - a Pilot project with the Board for five years for enhancing and sustaining community participation in effective School Management, to improve performance of teachers in the use of interactive child-centered and gender sensitive methods in the multigrade system and to reduce social constraints of children.

The Madrasah Students already participated in three co-curricular activity programmes organized by the Prayasam and the Madrasah students performed elocution, one-act play and other items very well.

Prayasam organized an interactive session between President of Madrasah Board and the students of Higher Secondary Madrasahs of North 24 Parganas regarding quality of education, rights of children etc.

(i) The demands on teacher's competence, professionalism and dedication have been emphasized more than before. New technology requires new methodology and new arrangement of class-room teaching and learning process. Tha Madrasah Board has by this tince taken special measures like orientation of teachers of different subjects monitoring through inspections of the teachers are different national international issues. We have given emphasis on the holistic pattern of growth in motivation and capacity building of teachers. The co-operation from the NIEPA & NCERT, New Delhi is worth mentioning in this regard.

(j) The Health status of Nation has improved than before but there is reverse brain-drain in the Health sector, human development indices are still below acceptable marks-especially infant and maternal mortality. When 'Health for All' in the country is no longer a dream, health education is very important in school level educational system. The West Bengal Board of Madrasah Education has given importance to aware the Health Education among the students, teachers and community as a whole.

The COBSE (the Council of Boards of School Education in India) is the registered body of all the School Boards of India where the Chairman/Presidents of the recognized Boards used to assemble periodically and take various constructive resolutions for improvement of school education all over India in alliance with the NCERT, COBSE and the MHRD officials. Previously the Madrasah Board has no official recognition as due to its non-recognition by the COBSE. After much deliberations the West Bengal Board of Madrasah Education has been included as one of its registered member on 10.12.2001 at its Mohali Annual Meeting (Chandigarh, Hariyana) - an event very historic in itself by which many of the embargoes placed upon the WBBME its curriculum and upward avenues of Madrasah students were removed. No

doubt, such membership opened many challenges for Madrasah Education to bring the total system to the mainstream level. In the meantime an Association with the different State Education Boards in West Bengal has been formed with Dr. Abdus Sattar as the Member Secretary to co-ordinate and implements the resolutions adopted in the COBSE meetings. Now the Madrasah Board has become a vital partner for implementing the ARSH (Adolescent Reproductive & Sexual Health). Most of the Madrasah being located in rural areas are mostly deficient in physical & mental well-being. The ARSH Programme, it is hoped, will properly educate the adolescent boys and girls of the Madrasah students and develop a proper environment in the Madrasah itself with the help of re-oriented teachers and management. Madrasah Board has already organized three 02-day workshops on Advocacy Meterial Development Programme on ARSH in July & August, 2005 and report has been prepared on the findings of various groups like eminent educationist, psycologists, head of the institutions and experienced teachers of madrasahs, moulanas, writers of textbooks and syllabus and question paper setters.

Teachers' Package "Apnar Santan Ke Apani Janun"

The Madrasah Board places much emphasis on the health aspect of the Madrasah Students. At present Education and Health have become integrated components and the soundness of the mental health of the child and the adolescent are vitally necessary. Side by side the ineffectual backwardness and its remission need serious attention by the Institutions. It is an attempt to understand the child as a whole physically and mentally, socially and intellectually, so that a child grows as a happy citizen. It will also educate the teachers to take up corrective measures as and when necessary.

INFRASTRUCTURAL SCENARIO OF THE BOARD :

"Maulana Abul Kalam Azad Bhavan" Construction of the second Office complex at Salt Lake City, Kolkata :—

The Government of West Bengal is long been aware of accommodation problems in the existing Board Office complex at 19, Haji Md. Mohsin Square, Kolkata — 700 016. Of late the academic and examination activities have been considerably increased. The Board has recently entered into collaborative activities with the UNICEF, the COBSE, the PBRPSUS etc. requiring additional space for additional manpower and other technological programmes. The State Government accordingly provided the Madrasah Board 12.02 cottah of land at DD-45 Block at Salt Lake City, Kolkata. The laying of the foundation ceremony of "Moulana Abul Kalam Azad Bhavan" was done on 18th February, 2004 by Sri Buddhadev Bhattacharya, the Hon'ble Chief Minister of West Begnal.

Opening of Board's North Bengal Regional Office at Malda

More than 60% of recognized Madrasahs are situated in the North Bengal region. The supervision, execution and monitoring of the Board's different activities and programmes including examination were facing various problems due to the absence of any Regional office in any part of the State as the Secondary Board and Higher Secondary Council usually enjoy. Accordingly the State Government on request from the Board and its President took the decision to open the Regional office within the "Siksha Bhavan complex" at Malda.

Naming of the Board's main office complex as Begum Rokiya Bhavan

Late Begum Rokiya was a noted Philanthropist and social reformer and she tried to awaken the backward Muslim population during the last decade of the 19th Century and the 1st quarter of the 20th Century. She established Girls' School in Kolkata which later become Sakhawat Memorial Government Girls' High School. She was a prolific writer on social and education matters and her active role was duly acknowledged by none other than the distinguished Sarojini Naidu, Maulavi Syed Ahmed Ali, the editor of the "Mussalman" patrika and many others including the then Begum of Bhopal. The Madrasah Board paid a fitting tribute to this renowned woman by naming the main office complex of the Board at 19, Haji Md. Mohsin Square, as "Begum Rokiya Bhavan".

Inauguration of "Mohsin Sabha Ghar", the Conference Hall of the Board

Late Haji Md. Mohsin, a famous social philanthropist who donated a huge amount known as "Mohsin Endowment Fund" for the Education of the poor and meritorious Muslim Students of all Community. We pay due respect to this great soul of Bengal, the Meeting room of the Board has been named as "Mohsin Sabha Ghar".

House Journal of the Board - MADRASAH DARPAN

It is published regularly on a quarterly basis. The first issue came out in 2001. Each issue contains articles on educational improvement and evaluation of Secondary Course which are helpful to the Madrasah students. It also contains in addition, Board's activities in detail, notifications, directives to its recognized institution. This Journal will act as the link between the Board and the Madrasahs. Its yearly subscriptions have been fixed at Rs. 60/- for four quarterly issues of publication.

i) **Introduction of Vocational courses in the Madrasahs**

The Madrasah Board genuinely feel that the Madrasah Education system caters to mainly the backward and poorer minority sections of population. It is expected that the Madrasah Board should provide vocational education to its students side-by-side with academic programmes. In this respect the Board in collaboration with W.B.S.C.T.E. has introduced vocational education at Danga High Madrasah, South 24 Parganas in 2004-05. Many more such proposals are under consideration of the said council Consultation are also going on with Netaji Subhas Open University, West Bengal University of Technology and Jadavpur University.

W.B.B.M.E. at the National and International Level

The Board stands to fulfill the aspirations of the State and the comprehensive expectations of the community and the people at large. It does not and cannot follow any narrowly conceived objectives of education. It has been demonstrated by :—

(i) The Board is one of the vital member of the Council of the Boards of Secondary Education at the National level since 2001. The Board of Madrasah Education is the only Madrasah Board in India who has such status - a phenomenon and honour to lead Madrasah Education towards fulfilling national objectives.

(ii) Likewise the Board has been for the first time, accepted and recognized by the NCERT, New Delhi as its participating mailing partner. It has invited the Board, since then, to participate in NCERT activities including one in conducting an educational survey in West Bengal.

(iii) The Madrasah Board also organized orientation-cum-workshop programmes with National Institute of Planning and Administration (NIEPA) for qualitative improvement in Madrasah Education system.

(iv) It is a matter of great pleasure that the Madrasah Board, apart from its educational enrichment and improvement programmes, is deeply engaged with the UNICEF, Kolkata Regional Office for undertaking social service and educational programmes in the State, particularly for the upliftment of the minority and backward community. Interactions are going on for concretizing the plan of actions from both ends.

(v) Other States like Tripura, Maharastra, Uttar Pradesh etc. are not only adopting the Education system of the West Bengal Board of Madrasah Education as their model to introduce or improve their Madrasah Education but also inviting Dr. Abdus Sattar, President of W.B.B.M.E. to attend meetings to hear him about the present infrastructure and system of education prevailing and practice in Madrasahs in West Bengal.

(vi) The President of the W.B.B.M.E. attended the 32nd Conference of UNESCO held in Paris in 2003 and presented an education related paper.

Observance of the hundred years of the 'Banga Bhanga' (Partition of Bengal)

The partition of Bengal was effected on 16th October, 1905 by the imperialist British Government through Lord Curzon, the then Viceroy of India. The main motive behind that partition was to destroy the strong and unified national spirit of the Bengalees and to reduce the status of Bengali Language as the minority language and to make the Bengalees a weak fighting group. Naturally there were huge protest all over Bengal against this heinous intention. Leaders like Sir Surendranath Banerjee, Rabindranath Tagore, Anandamohan Bose, Abdulla Rosul and different Patrikas like 'the Mussalman' & 'the Dawn' eloquently criticized the evil intention of the Government. There were Hartal, Processions, Rakhi Bandhan, Arandhana etc. R. N. Tagore played the leading role through his songs for the awakening of Nationalism through preaching 'Swadeshi Mantra'. It was a symbol of communal harmony and a fight against imperialism.

a) The Madrasah Board wanted to observe centenary of that incident at the Madrasah level to educate the teachers & students the value of communal harmony and the impact of imperial exploitation still present in India.

b) All the Madrasahs of North & South 24 Parganas organized functions to observe the above mentioned day. Such programmes were also organized in different Madrasahs through Drama, Dance, Recitation, Lecture, rallies etc.

These were very educative and encouraging.

Observance of 150 years of "Barna Parichaya" Written by Pandit Iswarchandra Vidyasagar

To make practicable the slogan 'Education for All' Madrasahs took active part in several districts under the DPEP & SSA schemes to commemorate the 150th year of publication of "Barna Parichay" (an elementary book of learning Alphabet and Language).

Sikshak Sahayak Programmes for Guardians

Madrasah Board also developed parent learning support system for the qualitative improvement of educational system in Madrasahs.

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DECENTRALISATION, EMPOWERMENT AND EDUCATION FOR ALL– A JOURNEY TOWARDS HUMAN DEVELOPMENT IN WEST BENGAL

Dr. Rathindranath De
Director, SCERT (W.B.)

The studies of demographic transitions in different societies have revealed the crucial role of education on the improvement of quality of life and increasing freedom to participate in the process of development. In an ideal form, such a development would be achieved when the barriers of inequalities in a class-divided society are broken down, giving rise to cooperation rather than competition, and by abolition of all forms discrimination and exploitation in the global human society. However, some achievable targets for creating more egalitarian societies in the World by providing good quality education for all (EFA) were adopted by the World Education Forum at Dakar, Senegal during 26-28 April, 2000,which are known as "Dakar Framework For Action".The forum declared six commitments in the form of goals:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

It has been indicated in the EFA documents "where right to education is guaranteed, people's access to and enjoyment of other rights is enhanced". Article 26 of the Universal declaration of Human Rights (1948) declared that 'elementary education shall be free and compulsory, and that the higher levels will be equally available to all on the basis of merit'. It may be needless to mention that the above conditions have not been achieved and international attention is focused in the form of Dakar framework of action.

In India the goal of creating a system of mass education freely accessible to all was adopted more than fifty years ago. Considerable progress has been made, still a lot remains to be done. The 86th amendment act of the Constitution of India has made basic education a justiciable fundamental right. The following major initiatives in India link the national and global targets:

Integrated Child Development Services scheme is being universalized.

Sarba Shiksha Abhiyan (SSA) being implemented in the country, with a target of providing eight years of quality education to all children in the age group of 6-14 by the year 2010.

A comprehensive educational plan for the adolescents, especially for the girls in the tenth plan period has been initiated.

The National Literacy Mission has a target to provide functional literacy to illiterate adults in the age group of 15-35 and achieve a threshold level of 75% literacy by 2005.

In the international arena a new framework of human development has emerged in the past 20 years, in which universal education – attained by all persons regardless of their class or caste or gender- is considered to have a further impact in addressing social and economic barriers within a society, mainly due to the advocacy of Prof.

Amartya Sen. This approach to education as a process of enhancing human capabilities considers education as a 'valuable being or doing' which provides 'freedom to avoid illness ,have self respect, be well nourished, sustain livelihoods and enjoy peaceful relationships'.

"People are the real wealth of a nation"- such a voice have emanated in several international human development reports in the past decade. Three pillars of human development –education, health and participation of people are under intense analysis giving rise to international attention. The human development index (HDI) presented in these reports, summarises three dimensions of human life:

- A long and healthy life, as measured by life expectancy at birth.
- Knowledge, as measured by the adult literacy rate (with two-thirds weight) and the combined primary, secondary and tertiary gross enrolment ratio (with one- third weight)
- A decent standard of living, as measured by GDP per capita.

It has been pointed out in the H.D. report, 2002, that HDI do not reflect one vital aspect i.e; the "ability to participate in the decisions that affect one's life".(page-34)

The document also describes the universal declaration on democracy as adopted in 1997, which is based in two core principles-participation and accountability, it emphasizes democracy as a system that promotes, "all human rights-civil, cultural economic, political and social"(page-55).

The H.D. report 2002, clearly indicates that " Between 1970 and the 1990 the world was more unequal than at any time before 1950" and points out that "although it may be difficult to distinguish clear trends in global inequality in recent decades, its level is extremely high – a cause of considerable concern". It gives some glaring examples of inequality as "the world's richest 1% of people receive as much income as the poorest 57%" and " the income of the world's richest 5% is 114 times that of the poorest 5%".

(page-19).

The analysis of HDI of different countries reveal that some countries in the world have achieved better HDI in spite of lower income .The progress in HDI from 1975 to 2000 has been attributed to the right kind of policies in countries like Brazil, Vietnam and Jamaica (p-34).

Mr. Kofi Annan, Secretary –General, United Nations in his special contribution to the report, 2002 describes – "Poverty begins when even one child is denied his or her fundamental right to education."

The Human Development report, 2003 with its focus on the Millennium Development Goals adopted by 189 countries at the UM Millennium summit in september, 2000,analyses the global trends and suggests interventions for achieving all the goals.

Decentralisation in West Bengal:

The report, 2003 finds that to help reduce poverty through the process of decentralization i.e; through participation by or responsiveness to poor people, it has been possible to have a good impact in terms of 'increased growth, equity and human development in West Bengal.(Box-7.4;page-141)

It has been observed that the process of decentralization "leads to faster responses to local needs, provides opportunities for women, enabling more gender sensitive approach to policy foundation and implementation, enhance transparency –leaving more money to be spent on basic services for poor people, reduces absenteeism among govt. employees in local schools and health clinics etc."(p-135).The report also describes " In the state of West Bengal , India ,where local authorities (panchayat) were empowered long before the national government required all the state governments to create and empower them ,poverty declined sharply in the 1980s.Under operation barga the panchayats helped to improve agricultural technology and reform land tenancy. They also helped register 1.4 million sharecroppers". (Page-139)

With the progress in the agricultural sector; increase in the adult literacy rates for both male and female; improvement in sex-ratio; expectation of life at birth etc., the urge for education has increased in rural West Bengal. More than seventy percent of the total population (71.97%) of the state is in the rural area. Total geographical area of the state is 88752 Sq.Km. out of which 85444.18 Sq. Km. is recorded as rural areas according to the provisional census data 2001.

Hence urge for education in the rural population acquires special significance in achieving the EFA goals.

The Pratichi Education Report, (part-1, p.35) has noted that high aspiration of parents in the districts of its study (Birbhum,Medinipur and Purulia), irrespective of the caste and class background and the high inclination of the children to study further indicates "Hope" for making primary education universal in real terms in West Bengal.

However it cautions that "poor quality of teaching not only makes the children learn poorly, but also widens the gap between the two classes- one which can buy education, and the other, which cannot. It is the poor quality of teaching that forces children to seek private assistance." The report quotes Prof. Amartya Sen that private tuition has become a "regrettable necessity". The report further notes, " While most of state governments of India, the Union Government and most governments of the developing countries are justifiably accused of ignoring the quality aspect of education and focusing on number games, the Left Front Government of West Bengal has been showing concern over the quality aspect, particularly after coming to power for the sixth time in May 2001. It has already declared a ban on private tuition by teachers. Teachers have been reminded several times to pay attention to their duties. Yet a lot of work is still needed"(p.36). However there are a good number of examples that may be cited in West Bengal, when the teachers in the state have on their own initiated efforts for improvement of quality in education, the associations of the teachers in West Bengal provide the leadership in many occasions.

Long before the Dakar Framework of action for education for all (EFA) was adopted, the govt. of West Bengal had attempted to determine the priorities in implementing the objectives of education for all, by establishing committees and commission in tune with the requirement of the people of the state and the requirement of the Indian constitution.

Eight important committees and commissions have been set up in West Bengal since independence to provide the policy directive in the field of education (a list of the committee and commission with their major objectives are given in the table){Source: PRASANGA: SIKSHA BYABASTHA, Sri Kanti Biswas, p.531-532, Punascha, 2003}.

The Educational Commissions or Committees Appointed in West Bengal in relation to School Education

Sl No.	Year of Appointment	Chairman	Objective	Year of sub-mission of Report
1	1954	Dr. B. B. Dey (Secondary Education Commission)	To recommend about all issues related to secondary education including appointment and salary of teachers, recognition of schools improvement of education, etc.	1954
2	1974	Prof. Himanshu Bimal Majumdar (primary Education Syllabus Committee)	To present recommendations about all the subjects to be studied at the primary level, their syllabus and curricula language learning etc.	1979
3	1982 (12th April)	Dr. Gouri Nath Shastri (12 members)	To study the various aspects of Sanskrit education in the state (including Tols) and recommend measures for its improvement and spread.	1983
4	1991	Dr. Ashok Mitra (9 member Commission)	To provide recommendations and views on the improvement and changes in the various level of education in West Bengal, the ways in which the financial liabilities of the Government have been increased, the way in which the literacy movement has been carried out, the measures taken to make education village oriented, the steps taken to honour teachers etc.	1992

Sl No.	Year of Appointment	Chairman	Objective	Year of sub-mission of Report
5	1998	Dr. Pabitra Sarkar	To determine the class from which English teaching should start at the school level.	1998
6	2001	Prof. Ranju Gopal Mukherjee	To ascertain the relation between the curricula followed in West Bengal at different stages of school education and in other states and recommend desirable reforms.	December 2002
			To examinee whether any incoherence, real or apparent exists between different stages or school education in the state. To examine the difference in language policy in school curriculum in West Bengal and other states. To present recommendation about introduction of computer education at school level. To ascertain the desired place in school curriculum of our emotions and feelings and aesthetic values, health education, games and physical education. To prepare well-designed proposal for making vocational education fruitful. To give recommendation for expansion and development of open school system.	
7	2001	Dr. A. R. Kidwai, M.P.	To suggest overall improvement of Madrasah education in West Bengal, which includes defining the scope of Madrasah Education system in the context of present social and economic scenario, suggesting re-orientation of syllabi and curricula of Madrasah Education at all levels keeping with the modern trends of education, examining possibilities of introduction of computer education, examining the scope of activities of the proposed center for research in Arabic, Persian and Islamic studies to be set up in Calcutta Mardasah.	Sept., 2002

Sl No.	Year of Appointment	Chairman	Objective	Year of sub-mission of Report
8.	1995	President, WBBSE	To review the relation and comparability of the syllabus and curriculum of the Secondary and Higher Secondary Education.	Jan, 2002.

Process of consultation in school Education through School Education Committee:

The School Education Committee (West Bengal) was set up by the Govt. of West Bengal in 2001 for developing outline of desirable curricula based on a thorough review of the existing school programmes. The committee was constituted with Prof. Ranju Gopal Mukherjee as Chairman and thirteen other members.

The Committee had the freedom to decide the procedure of work and the Committee invited opinion from interested members of the public through advertisement in newspapers. Seeking opinion from different organisations of teachers, non-teaching staff, students, eminent personalities, and educationists. The Committee also collected information from different States and members visited some States that are known to have made notable progress in certain areas of School Education.

The Committee thus created a platform for consultation, in which the participation from the members of the public was overwhelming. The Committee received a lot of valuable suggestions and ideas in the process. Several organisations and individual submitted a large number of written memoranda, on the basis of which the Committee conducted some interviews, often being very lively sessions and contributing to the process and product of the Committee.

The Committee was benefited from the wisdom of the Commissions / Committees particularly those headed by Prof. D.S. Kothari, Principal H.B. Majumdar, Dr. Ashok Mitra and Prof. Pabitra Sarkar. The Committee has also consulted NCERT documents, particularly the National Curriculum Framework for School Education (2000). Without further elaborating on the process of the consultation mechanism initiated through the establishment of the School Education Committee, West Bengal it will be worth mentioning some of the recent policy changes that took place in the field of School Education in the state, which emerged out of the consultation.

- Introduction of " Life Style Education", a concept proposed by the committee for providing knowledge, attitude, skills and values to the adolescents covering biological, psychological, socio-cultural and moral aspects in suitable form of curricular and co-curricular activities in the next academic session.
- Attempts will be made to make " School Complex" functional and to make sure that the involvement of the schools in the process be spontaneous. The committee has elaborated on this idea, which was recommended by the Education Commission under the chairmanship of Prof. D.S.Kothari in 1964-66.
- The number of holidays in the schools will be reduced to 65 days as against the prevailing 80 days. All recognized schools will thus have 15 more working days. The committee held thorough consultation on this issue with the teachers' associations and others for framing such a recommendation.
- Physical education and work education will be introduced as compulsory subjects from the next academic session in all secondary schools.
- The West Bengal Board of Secondary Education will consider introduction of civics and economics in the secondary curriculum. The committee suggested integration of these subjects with History and Geography respectively.
- There will be no announcement of merit list for the Secondary and Higher Secondary Examinations.
- For all students who do not study Bengali/Nepali either as a first language or as a second language, Bengali / Nepali will be a compulsory third language in classes VI -VIII starting from the next academic session.

The process of decentralisation in the management of School Education in West Bengal is evident in the modes of functioning of the Department of School Education. There are five autonomous Boards / Councils in the field of School Education apart from the Directorate of School Education, Paschim Banga Rajya Prarambhik Shiksha Unnayan

Sanstha (State Project Office for SSA/DPEP), the School Service Commission and the SCERT, functioning as a Post -Graduate Research Institute under the School Education Department, Government of West Bengal.

The autonomous West Bengal Board of Primary Education, West Bengal Board of Madrasah Education, West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education and Rabindra Mukta Vidyalaya (State Open School) are established through enactment in the State Legislative Assembly and are engaged in development and management of respective fields of School Education. The SCERT (WB) has to provide essential research support to these organisations and to the School Education Department, Government of West Bengal. All of these Boards/Councils have functional autonomy in their respective fields and have representatives from different fields. All schools affiliated under the Boards/Councils follow curriculum, syllabi and text book prescribed by the respective Boards/Councils and the secondary schools, madrasahs have their managing committees. The managing committee has representative from the parents and teachers. The village education committees formed under the Sarba Shiksha Abhiyan have now added to the empowerment of common people in matters of management of education.

The West Bengal Board of Primary Education (WBBPE) has the responsibility of all aspect of development of primary education in the State and functions with the assistance of 19 District Primary School Councils in managing about 54 thousand primary schools in the State. The Chairman of each District Primary School Council (DPSC) is assisted by the District Inspector of Schools (Primary) who is ex-officio Secretary to the DPSC. Recruitment of teachers in the Primary Schools is one of the major responsibilities of the DPSC. The Primary Teacher Training Institutes (PTTI) in the State are under the control of the West Bengal Board of Primary Education in terms of the recent amendment of the West Bengal Primary Education Act, 1973. There are 58 Government / Government Aided PTTIs and the West Bengal Board of Primary Education has approved establishment about 77 PTTIs under private management. In West Bengal 16 District Institute of Education & Training (DIET) have been established, out of which 5 have been operational remaining 11 are in different stages of completion and recently 3 more DIETs have been proposed. Thus, Teacher education program in each district in the State will be benefited by the process of decentralisation through the DIETs. Academic activities of the DIETs will be supervised by the SCERT & WBBPE.

The discussion on Systemic Reform (Chapter- 5) in the National Curriculum Framework (NCF), 2005 published by NCERT elaborates a vision on decentralisation that may be followed in academic planning and monitoring of quality of school education. The document also suggests major shifts in teacher education programme in the country. The NCF mentions " the importance of school level planning was emphasised by the Kothari Commission when it underscored the need for each school to prepare an institutional plan and evolve a development programme spread over a period of time"(para5.1.1, page98). The document suggests that the system of teacher education need to be more responsive to changes in the school system, it suggests that "system for monitoring and feedback must include SCERT/ DIETs / BRCs/ CRCs so that academic support can be envisaged in 'follow ups ', documentation and research" (para5.2.5, p-107).

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iii. Pratichi Education Report, (part 1), 2002

iv. Report of the School Education Committee (2002), West Bengal, Department of School Education, Govt. of West Bengal, Bikash Bhavan, Salt Lake City, Kolkata.

v. Supplementary Report of the School Education Committee (2003), Department of School Education, Govt. of West Bengal.

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vii. National Curriculum Framework, 2005, NCERT

Section II: INSPECTION AND QUALITY ISSUES

(i) Concept Note on Inspection & Supervision

(ii) Effective functioning of DIET & Methodology for improvement of professional quality at the elementary stage............Manik Chandra Dolai

(iii) Process of Curriculum Development - Sri Purnananda Pradhan

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Concept Note on Inspection & Supervision
Approved by School Edn. Deptt. Govt. of West Bengal

Status of existing System: Inspection or Supervision is a systematic planned programme for improving instruction in Educational System. It is the key component of any management structure. It ensures quality control which leads to quality assurance and finally the process reaches to the stage of total quality management. Creating such effective Supervision and management, a compatible structute can help the system to achieve continous improvement. For this, Govt. of West Bengal depends on a small number supervisory staff popularly called as Inspectors of Schools whose primary job is academic inspection & supervision, reduction of stagnation and wastage in the school and improvement of quality as a whole. At present, there are about 999 Sub-inspector of schools, 431 Asstt. Inspectors of School and 85 District or Additional District Inspector of Schools, 16 Asstt. Director of School Education, 13 Dy. directors and 3 Jt. Director of School Education working at different levels. Those Inspectors are selected through PSC and promoted from amongst candidates having good academic result of higher education with B. Ed., PGBT and teaching experiences.

With the march of time the concept of inspection and supervision has undergone myriad reforms. It is more qualitative in functioning rather than routine visit and quantitative data collection. It encompasses all the areas from the existing infrastructure of a school as to how children learn and how much. It is more pedagogic in approach rather than supervisory. At the same time the role of inspectors becomes more important with the promulgation of NPE, 1986 and its Plan of Action in 1992, commencement of SSA and publication of National Curriculum Faramework for School Education in 2005 wherin improvement in quality in education is highly emphasized. Various Committies and Commissions framed time to time including Protichi Trust Report admitted to strengthen the activities of Inspectors in the continous development of education. Even, School Education Committee under the Chairmanship of R. S. Mukhpadhyay recommended that "School inspection should be throughly reorganized with definite goals." "The inspectorate should also make a realistic assessment of the success and failure of a school with an emphasis on the adoption of the new procedure and curricula recommended by the authorities from time to time.

Now this academic inspection and supervision are to some extent, being hampered due to the following reasons:-

- The pressure of non academic and para academic activities on Inspectors
- There is no cell at the district and sub-district level to monitor the work
- There is rare scope of orientation of the imspectors on the the relevant issues by which they can be acquainted with the modern technology and application in terms of knowledge, skill and commitment.
- Paucity of fund like TA/DA etc.
- No follow up action is taken into account after inspection.
- Directorate has no active leadership in this regard. As a result, the activities at the district and sub-district level are perfunctory and normative in approach.
- The inspectors at the sub-district level are confused when they witness several authorities, i.e. D.I. of Schools, DPO (SSA) Chairman. (District primary School Council), sometimes, DM and others in action and providing advices / orders differently on the same issue and creating pressure on them.

Some time back, a holistic endeavour was taken at this Directorate by constituting certain groups of 'Area Officers'. In the given situation the JDSE and DDSE started visiting the districts regularly and the district officers tried to maintain liaison with the concern officers to get back report within a proper time frame. But this system discontinued due to want of proper follow up action. Now it may be revamped by introducing new strategy framework both at the Directorate and at the District & Sub-district level. The following proposals in a revised way may be considered for smooth implementation of this concept.

A) **Formation of groups under the leadership of one "Area Officer" assigned for specific districts:** In this Directorate there are three JDSE & twelve DDSEs, who may be marked as the Area Officers for this activity.

They will form their groups along with the officers like ADSEs, officers of Audit and Accounts, A.I. of Schools, S.I. of Schools and senior staff of this Directorate if necessary. DSE and CSE West Bengal may be entrusted to form the team.

B) **Formation of Academic Cell at the Directorate:** One Academic Cell will be formed consisting of three JDSEs and five DDSEs under the Chairmanship of DSE, WB. One DDSE will be the convenor of the cell as well as looks after the day-to-day activities of the cell. In addition there will be one ADSE, one AI of schools and four SI of Schools in the cell. Reports of all the Area Officers will be submitted to this cell which in turn will be reviewed by the cell and the respective DDSEs will place their report in the monthly meeting of the concerned academic cell. DSE / CSE will be the Chairman of the concerned academic cell. This cell will send the reports including the reports coming from the districts to the different Boards, Council, SCERT, SE Deptt & Districts for necessary information and action.

C) **Academic Cell at the district level:** Similarly one academic cell and supervision cell will be formed at the district level. It will consist of the concerned Chairman DPSE as the Chairman of the Cell and the concerned DIS (SE), DIS (PE), two AIS and a few SIS. DIS (SE) will be the convener of the concerned cell. This cell will also include DPO, SSA, DQMT members, elected Board Members of WBBPE, WBBSE, WBBMe. and Shiksha Karmadhaksha of Zilla Parishad.

D) **Academic Cell at the Sub Division level:** At the same time, at sub-divisional level ADI/s or AI/s (Sub-Division) may form a cell along with sub-divisional working Group (SSA) and supervise Junior, High, Higher Secondary Schools regularly with the help of the support of SSA.

E) **Academic Cell of the Circle Level:** Each SI/s may also form Inspection supervision cell along with the RTs of SSA and CRT members (SSA) and utilize the fund available from SSA for this activity. The same format is to be used for this supervision.

F) **Duties and Responsibilities of the Group of the Cell**

i) Each Group of the Direcorate will visit the concerned district / districts every month, whereas each group of the district will visit schools and circle officers regularly. Like-wise each group of the sub-district level will take similar activity in this fashion.

ii) Each state level group will sit together with the district team, whereas the district officers will do the same with the sub-district level units of the inspection team at the time of school visit.

iii) Each group may refer the matter to the higher academic cell for immediate appropriate action.

iv) While discussing the issues at the time of visit, each group will cover not only the reports of inspection, but audit and budget of the concerned office, the progress of the ongoing schemes, the basic problems cropped up in administration and management, progress of SSA and its strength and weakness, the activities of CLRC / office of the SI of schools, DIET, IEDC and the accounts of the district and sub-district level.

v) The group of the Directorate may also visit two or three schools, one or two CLRCs during their visit and take an overall view of the district.

vi) While visiting the school, the team will review the detail functioning of the school. At one hand they will see the attendance of teachers, students, infrastructure and usual activities of the school; on the other hand they will look into the way of functioning of the school — relation among the teachers, MCs, the skill and practice of teaching learning process, school level plan, functioning of the VEC / WEC and CRC in respect of alround development of education, the future action plan, innovative efforts, the result in comparison to enrolment, attendance, retention and completion, the equity issues and the role of headmaster as a whole and different activities of SSA/DPEP also.

vii) Each group may take up certain important issues on the spot and try to solve the problem. The group may consult with the Managing Committee or parents and local officers. The group will act in such a way that the school authority can feel enthusiastic and invlolved in the whole monitoring system and to take up short term action plan, if necessary, towards progress and success.

viii) While visiting the school, each group may include local and district officers so that they can share ecperiences during this supervision.

ix) At the time of meeting and visiting schools, each group will motivate them about the utility of data input mechanism which can be properly handled during this supervision programme. The format to be used is made computer friendly. So data generation needs to be emphasized.

x) The academic cell of the Directorate will look after the day-to-day activities and works of the cell. The cell may refer the matters to DPSCs, officers of DI/s and at the same time to different Boards, council including SPO, even to the different sections of this Directorate if necessary for appropriated action. Similarly the cell of the district may refer matters to the DPSCs, DPOs, Sub-divisional officer, SI/s and MCs for necessary action. Sometimes they refer it to DSE to take early action.

xi) One DDSE will see the routine work of this cell along with one ADSE, one AI/s and four SI/s at the Directorate whereas one ADI/ AI of schools may be entrusted to look after work with the help of a small working cell at the district.

xii) A workshop on strengthening the Inspectors at the state, district and sub district level will be simultaneously organized and there the approach, outlook and format for inspection / supervision will be clearly spelt out.

xiii) Inspection & Supervision to be individually undertaken by the officers of the District, Sub-Division and Circle levels will continue in addition to the team supervision as proposed herein. The minimum number of schools to be inspected by the above mentioned officers is given in the following table:

Team Inspector & Supervision		Induvidual Inspection & Supervision
District level	10 schools in a month	DI/S - 5 schools in a month
		AI/S - 5 schools in a month
		SI/S - 6 schools in a month
Sub-Division level	10 schools in a month	DI/S - 5 schools in a month
		AI/S - 5 schools in a month
		SI/S - 6 schools in a month
Circle level	5 schools in a month	SI/S - 7 schools in a month

In addition to the above mentioned assignment, the officers concerned may also accompany any State, District & Sub-Divisional team visiting in his / her jurisdiction.

xiv) All the Inspection & Supervision report of Sub division & Circle level will be submitted to the district directly along with their observation. The district officers in turn will compile all the reports including the reports of district officers and submit the consolidated report month wise along with specific views to the Academic Cell of the directorate regularly.

xv) Academic cell of the directorate after receiving the reports from the districts will compile the same along with the reports of different sub groups of the Directorate and place the overall reports in the monthly inspection meeting of the Directorate. The Directorate academic cell will in turn will inform their observation to the concerned Councils and Boards like WBBPe, WBBSE, WBBME, SCERT, WBCHSE Schools Education Deptt. and different DI/S offices for their information and necessary action.

xvi) The DPO (SSA) may arrange vehicles for these visits on the basis of schedule to be prepared and admitted to DPOs, for the District Level Group. ADI/s, AI/s (Sub-division) will utilize the fund specified for this out of SSA allocation. SI/s will organize this programme and necessary support will be provided from SSA as TA/DA if required.

xvii) The expenditure to be incurred for such activities at the district level will be made from SSA of the concerned district and the same for the state will be met either from the Directorate or from SPO.

Effective functioning of DIET & Methodology for improvement of professional quality at the elementary stage

Manik Chandra Dolai, WBSES
Jt. Director of School Edn. W. B.

Background :-

Our national & constitutional commitment since independence was to ensure free & compulsory Edn. for all children upto 14 yrs. of age within 10 yrs. from the commencement of our constitution. But we could not fulfil such commitments inspite of adopting several attempts undertaken by both the state & central Govt. Now the National Policy of Edn. (NPE), 1986 & its POA'92 emphasised three major aspects in the field of UEE, such as 1) Universal access & enrolment, ii) Universal retention of children upto 14 yrs. of age, & iii) a substantial improvement in the quality in Edn. to enable all children to achieve MLL. Various programmes like DPEP, SSA, etc. have been launched to reach the goal within 2010.

Quality improvement in Edn., one of such important aspects, depends on the quality & competence of teachers. The report of the Kothari commission (1964-66) rightly threw light on this issue- "of all the factors that influence the quality of Edn. .... the quality, competence & character of teachers are undoubtedly the most significant." This depends on the quality of training & other support provided to them. The report of National Commission (1985) on teachers also highlighted the absence of clear-cut policies & priorities in inservice Edn. & lack of systematic identification of needs. NPE'86 recommended several programmes & strategies for restructuring & reorganization of teacher education for improvement of quality of teachers' training at the elementary stage. One of such programmes / strategies is the establishment of DIET in each dist. along with good infrastructural facilities, furnitures & equipments, faculty members, library books etc.

The NPE also visualized a bi-modal character of teacher Edn. stating that teacher Edn. is a continuous process. "Its pre-service & in-service components are in seperable".

Mission of DIET :–

The Mission of DIET is to provide academic & resource support at the grass-root level through various strategies & programmes for UEE & AE (15 to 35 age group). The sole objective of DIET is to ensure quality improvement of E/ Edn. programme in the concerned Dist. Each DIET can function as the dist. head in respect of E/Edn. programme.

DIET's pace setting role :–

In DIET's pace setting role there are two inter-related aspects i) Excellence in the Institutes' own work & (ii) helping Elementary & Adult Edn. system in the Dist. in achieving excellence. For this purpose, effort is to be taken to provide to DIET all necessary physical & manpower resources. So DIET has to play an important pace setting role. It will be expected to become a role model for another Ednl. Institutions in the dist. in terms of meticulous, efficient & effective planning & execution of function, harmonious & creative organizational elimate, & maintenance of a clear & attractive campus.

Function of DIET :–

In the DIET guidelines three major functions are mentioned below :–

(1) <u>Training and orientation of the following target groups :</u>

(i) Elementary School Teachers (both pre-service & in-service Edn.)

(ii) Hms. & Hds of School complexes & Officers of Edn. Deptt. upto Block Level.

(iii) Inspectors & Supervisors of UEE & AE (induction level & continuing Edn.)

(iv) Members of DBE & VEC, Community leaders, youth & other volunteers who wish to work in Educational activities.

(v) RPs who will conduct suitable programmes for the target Grs. mentioned at (i) & (ii) above at centres, other than DIET.

(2) Academic & Resource supports to the elementary & Adult Edn. system in the Dists. in other ways, eg. by —

(i) extension activities & interaction with the field.

(ii) Provision of Services of a resource & learning Centres for teachers & Instructors,

(iii) development of locality relevant materials, teaching aids, education tools etc. &

(iv) Serving as a education centre for elementary Schools & programmes of UEE/AE.

(3) Action Research & Experimentation to deal with specific problems of the Dist. in achieving the objectives in the areas of the UEE/AE.

Organisational structure of DIET :–

DIET Guidelines suggests 7 organizational academic branches along with specification of faculty members to fulfil the above function/activities of DIET :–

(1) Pre-service Teacher Edn. (PSTE) Branch;

(2) Work Experience (WE) Branch;

(3) Dist. Resource Unit (DRU) Branch for AE & NFE;

(4) Inservice programmes, Field interactions & Innovation Co-ordination (IFIC) Branch;

(5) Curriculum material Development & Evaluation (CMDE) Branch;

(6) Educational Technology (ET) Branch;

(7) Planning & Management (P & W) Branch.

Quality issues in DIET :–

In the light of the above concept, structure & function of DIET, NPE'86 recommended the improvement of quality in Edn. at all levels as the major policy in Indian Edn. system. With globalization of economy continuous search for quality both in Edn. & human life has become a vital goal to work for right direction in the beginning of the 21st Century. One individual growth is different from others in respect of needs, interest, aptitudes, abilities, skills, values, love, emotion & other attributes. Our focus of attention is to unfold the inner qualities with full perfection. So quality in Edn. "implies comprehensively developing individuals to their full potential, unfolding the perfection already in man & woman". Several Organizers/functionaries such as Inspectors, Administrators, HMs, teachers, cluster coordinators, DIET faculty, Teacher Educators related to Edn. system are trying to improve such qualities in different ways in boys & girls in different class room situations through various techniques & methods as they are the prime resources of our country & can shoulder the future responsibilities of our nation in every sphere of life.

Methodology of quality issues :–

Now the questions arise as to : What are the methods or strategies to be undertaken for improvement of such quality in Edn. amongst boys & girls in the field of elementary Edn.? What kind of expertise is required to achieve such target ? What type of learner– centric curriculum will be designed to enable the learners to acquire knowledge, skills, attitudes, values helping him to realise his full potential ? So various problematic questions come together in our mind at the time of sincere working in the Educational & other fields.

Like all other methods action research is a systematic problem solving method / strategy to be used in making things better, qualitative or more satisfactory in different situations. It is a self-reflective spiral of cycles of planning, acting, observing & executing. It is on the spot research aiming at the solution of an immediate classroom problem

in order to improve their classrooms practices. Various categories of professional qualities / competencies of practitioners can be achieved through various inservice & preservice training in DIET.

Salient features of Action Research (A.R)

- To need for bringing improvement in the existing dissatisfaction in the form of sensing the gap or deviation from the weakness of the existing practices.
- To imply for changes in the ways & means of doing things.
- Small scale intervention.
- To take attempts to find solutions of the problems.
- To engage in critical reflection on specific aspects of curriculum & pedagogy.
- To help practitioners to know students well, interact with them, observe them & other data.
- To utilise allotted time of an institution.
- To conduct by a single teacher or by a team of teachers to find solution of a problem.
- It is / contextual nature.

Steps in conducting Action Research :

(a) Identifying the problems

(b) Analysing the problems

(c) Formulating action hypothesis

(d) Implementing the plan

(e) Evaluating the result of action

(f) Making decision

(g) Sharing result

Illustration with an examples :

Let us illustrate with an example —

(a) 'X' is a Co-Educational Pry. School with 4 teachers & 150 students out of which 100 boys & 50 girls. It is situated in a rural area. From the baseline survey report launched by SSA/DPEP it is reflected that 10 boys & 5 girls at the age of 5 yrs. in a nearby tribal village within half Km. of the Pry. School are out of School children. If our National Goal is 'Edn. for all' within 2010 these out of school children should be brought into the schooling system. It is really a problem to the teachers of the school & SSA functionaries, being practitioners of action research, to bring those children to that school. Now this problem arises out of the perceptual context & dissatisfaction is identified.

(b) SSA/Teacher practitioners analysed the probable causes, consequences & root of the identified problems. It is found that parent's poverty, their ignorance of Edn., transference of residence from one Dist. to another in search of job during winter & rainy seasons, & isolation from real world forced the children, being first generation learners, to work in a tea-stall & house servant during school hours. These are the main causes of their out of school.

(c) After analysing the roots of the problems hypothesis will be formulated to solve such problems. Which data or techniques or contrivances are relevant & which are not relevant should be classified. Parents' ignorance about edn. & their children's engagement in work during school hours are the relevant causes of such problems.

(d) After collecting or analysing all relevant data right plan implementation will be carried out to solve the problem. If those boys & girls are kept in an ashram type hostel with all facilities, they may be admitted in school & continued their studies. Thus an action plan is designed for them for setting up ashram type hostel with all facilities to achieve our national target. The parents are also happy to know that their children are absorbed in Edn. which could never be given to them in their own environment.

(e) It is evaluated & recorded that such experimentation & action have changed the mind of the students & parents.

(f) It is required to evaluate the impact of experimentation / action taken to enable the practitioner to take correct decision.

(g) The result of total action research may be shared with other functionaries working in the state, District & Sub-Dist. levels so that similar decision may be taken in similar problem. It may also be presented before other functionaries through seminars, conferences etc. to help the planners to make a good plan to achieve the target.

Methodology & development of professional quality :

Action research, being a methodology, may develop the professional quality of any practitioner in any field. A practitioner of action research who would be either an inspector or supervisor or teacher educator or HM or class teacher or cluster co-ordinator & so on may always conduct action research in their respective educational areas identifying problem, utilising available resources, removing their incompetencies, improving professional qualities & making correct decision to achieve their respective goals.

This methodology is related more with the development of professional quality of teachers in respect of school improvement programme at both elementary & secondary stage. Any teacher should be acquainted with the latest development of educational policies, modern techniques & developing role of teachers in different changing environmental situation. Now "the role of a teacher is changed from a mere transmitter of knowledge to a facilitator of learning process & an organizer of learner situation to stimulate curicity & independent thinking, develop problem solving skills, planning, execution of project & self learning, involving acquisition of knowledge through observation of phenomena, creative thinking & activities."

We expect from teacher to interact with boys & girls in an organised manner in class rooms & help them to learn identified competencies in different classroom situations. We expect from a H/M or Principal to organise the institution as a real place of learning by managing, supporting & guiding teachers.

It is expected from a school Inspector or supervisor to "make a realistic assessment of the adoption of the new procedure & curricula recommended by the authorities from time to time." They are also expected to give leadership to teachers by providing school oriented administrative & academic guidance & updating the managerial abilities of the Hds. of the Institution, sharing their experiences with the teachers about school improvement programmes such as infrastructure, management, community, methodology of teaching, instruction & educational objectives / goals of state & Centre.

So to develop any professional quality in any field is to assume the role of a reflective practitioner of action research.

The DIET faculty members may guide to develop need based curriculum for inservice & preservice training of teachers & train all functionaries attached to educational programmes for upgrading their competencies in their respective areas. They may also guide to concentrate the nature, intensity & density of problems faced by the teachers & others in their day-to-day activities & to design road map to reach destination of immediate national goal i.e. UEE by overcoming problems through various organised strategies & programmes.

Link between DIET & CLRC

Educational system demands a strong link between DIET & CLRC for improvement of various educational activities. Now a days CLRC is really an important place where teachers, VEC members, Resource group, guardians & other organizations come together and exchange their views among themselves on various issues which are similar to DIET in the field of Pry. education. So DIET can provide active support on effective Training of teachers & resource team, TLM preparation & evalution, quality development, planning & research work on various issues. Thus CLRC will become a role model for another institutions in the circle.

DIET in W.B. – A status Report.

In the light of the Govt. of India norms our state Govt. has already taken some important measures for re-structuring & reorganization of Teacher Edn. at the elemenatory stage. Perspective plan, prepared by SCERT, has already been sent to Govt. of India for operationalisation of DIET. The Govt. of India has already sanctioned 19 DIETs one in each district during 9th plan period and onwards. Out of 19 DIETs 15 (Fifteen) DIETs would be established by way

of upgradation of the existing Govt. PTTIs and the remaining 4 (four) DIETs would be new set up.

Operationalisation of DIETs :

As per terms and conditions of MOU signed by the Government of West Bengal with the Govt. of India our State has already taken some sincere steps to operationalise DIET as follows :

(a) Infractauctual Development

According to the policy of the State Govt. PWD was entrusted for civil and electrical works for 19 DIETs. PWD has completed both Civil and Electrical work of all the 16 DIETs under different phases, except some minor and additional works. The charge of the completed DIET Buildings has already been taken over by the concerned authority. Additional plan and work thereof will be completed by the PWD Department shortly as per provision of fund. The Civil and Electrical work of three DIETs will be started shortly as the fund has not been released by Govt. of India.

(b) Procurement of Furniture and Equipment

In the first phase SE Department of the State Government released fund amounting to Rs. 50 lakh in favour of D.S.E., W.B. for procurement of Furnitures, Equipments, Library Books, Computers etc. for five DIETs. A Purchase Committee has already been framed for purchasing such materials. The Committee completed its responsibility to supply such materials to 5 DIETs in the 1st Phase within a stipulated time.

Fund for the 11 DIETs amounting to Rs. 1.20 crores has been released by the SE Department for the same purpose. Our target is to supply all furnitures & equipments etc. by March, 2006. Moreover, effective steps have already been taken for procurement of furniture etc. to the remaining three DIETs. Hope Govt. of India will release the fund for the remaining three DIETs.

(c) Faculty and Requirement thereof :

The existing qualified lecturers and non-teaching staff of the PTTIs have been working under PSTE Branch of 16 PTTIs which were upgraded to DIET. Besides, 90 posts of both teaching and non-teaching staff including Principals for five DIETs have already been created by the SE Department vide Memo No. 1004(PE) dt. 24.09.98. PSC has taken steps for filling up the post of teaching, librarian & technicians. The selection process for PSC post except Lecturer has already been completed. Six Principals, two Sr. Lecturers, three Librarians and three Technicians have already joined. The remaining personnels will be appointed shortly.

The post of Head Cleark and Accountant will be filled up by D.S.E. through promotion and other non-teaching post will be filled up by the District Authorities as per recruitment rules vide Memo No. 1885-SE (P.E.) dt. 14.12.2000. Both the D.S.E. and the District Authorities have taken initiatives to fill up such non-teaching posts. 325 posts both teaching and non-teaching for 11 DIETs have already been sanctioned. The concerned authorities have taken steps to fill up such vacant posts at an early date. Besides, SE Deptt. has sanctioned 67 pasts of lecturers to be filled up from amongst the existing PTTI Faculty members. Selection process has been completed. They will be appointed very shortly.

(d) Administrative and Academic issues :–

The D.S.E., West Bengal, is entrusted to look after the overall administrative & financial control of DIETs.

The academic matters will be looked into and supervised by SCERT in accordance with the guidelines issued by NCERT, NCTE & NIEPA. Several Training Programmes & action researches on various issues for DIET Faculty & other organizations attached to Edn. are being arranged by SCERT.

For PSTE Branch (Pre-Service Teacher Education), the DIETs, for the time being, will follow the syllabus etc. as well as the examination, evaluation etc. as prescribed by West Bengal Board of Primary Education to maintain parity with the training imparted by other Government, Government sponsored and private PTTIs of the State.

(e) Workshop on "Implementation of EFA in the Districts-challenge for the DIETs."

One day workshop on "Implementation of EFA in the Districts– A challenge for the DIETs" was organised by SCERT held at SCERT (W.B.) on 30th April, 2005. 18 Principals & Senior Lecturers of DIET and Government PTTIs participated in the workshop. How DIET can take initiatives more effectively with a view to implement the strategy 'Education for All' was discussed in details. Some programmes were taken to fulfil our aims and objects.

(f) Training Programme :–

In-service training programme is being organised in the DIETs by SCERT in collaboration with other related agencies/organizations like SSA, PBRSSM, Dte, WBBPE etc. NIEPA & RIE, Bhubaneswar also arranged induction level training for DIET Faculty of our State. In serive training programmes was arranged in phase by PBRSSM for preraks etc. Dte. of School Education will arrange induction level training for 5 days for school Inspectors throughout the state in collaboration with DIET & SCERT. Pry. Teachers Training & the training of DIET Faculty members will also be held in DIET organized by SCERT & WBPE.

Last of all, it will be expected that DIET in our State will really become a model in terms of improvement in quality in Education & Teacher Education for another Educational Institutions in the Districts for UEE & Adult Education within a very short time as per guidelines framed by GOI.

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PROCESS OF CURRICULUM DEVELOPMENT

SRI P. Pradhan

Every country develops its system of education as it is a unique investment in the present and the future. A well-planned system of education determines some objectives and goals to meet the challenge of the times. To achieve the objectives and goals, policies, programmes and activities are formulated. A variety of curricular and co-curricular activities are highlighted as springboards for acquiring new knowledge and for developing appropriate skills and attitudes. The activities are the efficetive means for providing learning experiences to children. All the activities and experiences which are planned and organised for learners in educational institutions to realise the goals of education are termed as "curriculum".

The term "curriculum" comes from the Latin word "currere" which means 'Race'. So, curriculum means a course or path to be run for reaching a goals of education.

It is clarified in the Encyclopedia Britanica that curriculum is a course of study laid down for students of school or university or in wider sense for schools of certain standard.

It is necessary to mention in this connection that some educationists consider 'curriculum' and 'syllabus' as the one & same and utilize their significance in the same manner. But actually the two concepts are not similar both in their meaning and signify' cance. The basic difference between the two is that syllabus is the part of the whole curriculum. As per modern concept of education the traditional curricular subjects are the part of the whole curriculum. Curriculum consists of all the situations, activities and experiences that the school may select and consciously organise for the purpose of developing the personality of its pupils and making behavior change in them. As per report of secondary Education commission (Mudaliar Commission), curriculum does not mean only the academic subjects traditionally taught in schools but it includes the sum total of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playground and in numerous informal contacts between teachers and pupils. It is an organised and integrated pattern of within class and out of class experiences, necessary for all round development of the individual.

A School curriculum has to be responsive to the needs and aspirations of the society and the nation. The concerns and priorities of the nation are suitably reflected in the curriculum. The logic and consistency of curriculum selection is depended upon the aims and objectives of education of a society.

A framework of curriculum is developed by the curriculum development agencies consisting of renowned and experienced educationists both at the national level and state level in the context of a national system of education. It undergoes a change with the passage of time, otherwise looses its relevance and dynamic nature. The thrusts of these changes and modifications in the school curriculum have been the objectives, content organisation, process and teaching methods of education, to be in tune with the science and technology advancement, pupil evaluation, and the development of creative and independent thinking ability etc. on the basis of such changes re-orientation of the content and process of education is made and reflections of such changes are made in the syllabi and text-books.

From the above discussion, it is clear that for the construction and development of an ideal curriculum, there should be some criteria/directive principles which lead to the selection and integration of factors and help to the total development of the child.

The determining factors/elements of curriculum are of two types (1) Basic determine factors that determine the main structure of the curriculum (2) organizational factors that determine the internal organization of the experiences.

(1) The educationists have put forwarded three procedures e.g., theoretical, psychological and practical against the basic determining factors upon which the main structure of the curriculum is developed.

(a) Curriculum and purpose of Education :

The first theoretical determining factor of curriculum is the purposes of education. Curriculum is framed with the inclusion of different syllabi of different subjects in a coordinated way to realise the purposes of education. Curriculum will loose its significance and relevance if the experiences and activities of the learners are not related with the purpose of education. It is necessary to relate the curriculum with the purpose of education for (i) the selection of subject matter or content (ii) motivating pupil and (iii) for change of curriculum with the changes of needs and aspirations of the society. It means that curriculum is considered as a means to achieve the purposes of education.

It is shown in the following table how the purpose of education is related to the process of curriculum development in different phases :

Phase I Immediate purpose,	Phase II Ultimate purpose	Phase III Curriculum
(i) Physical health (ii) Thinking ability (iii) Reasoning ability (iv) Power of Judgement (v) Moral Values (vi) Ideal sentiments & attitude	Development of Character	Physical Education Mathematics Physical Science Bio-Science Language and Literature
(i) Social adjustment ability (ii) Knowledge about Social obligations & duties, rules & regulations of the society (iii) Power to evaluate social & historical events	Social Well-being	History Geography Social Service Social Science
(i) Enhancement of knowledge (ii) Enhancement of skill (iii) Habit of application	Development of individual's Capacity to earn his livelihood	Mathematics physical science Bi-Science Work-education

(b) Curriculum & Needs and capabilities of the child :

The psychological and most scientific determining factor of the curriculum development process is the needs and abilities of child. In the child-centre education & interest priority is given to the individual needs and abilities of the child for his all round development. Modern educationists think that importance should be given accordingly to the following characteristics of a child in determining the curriculum based on the needs and ability of the child :

(i) Levels of mental development or maturity of different age-group students-the power of thinking, analysis and concentration of different age-group students,

(ii) Nature and intensity of interest to the activities

(iii) Basic and secondary needs & their satisfaction, organic/physical needs, psychological needs and social needs. Selection of experiences (subjects) in the

Curriculum according to the needs and demands of the educands is shown in the table given below :

Needs of the child	Unit of experiences (Subjects) in the curriculum
Organic/Physical needs	Life Science, Physical Science, Work education, Health education
Phycological needs	Language & Literature, Mathematics, Physical Science, Life Science
Social needs	History, Geography, Social Science, Environmental Science.

(iv) Innate dispositions, such as, instinct of curiosity, instinct of construction, instinct of curiosity, instinct of construction, instinct of gregariousness which inspire the students to do educational activities to satisfy their curiosities, creative attitudes and group activities.

(v) Mental avilities-both general (intelligence) and special abilities to determine the level of educational progress and level of difficulty.

Thus, the curriculum will be ideal and meaningful only when the experience units of the curriculum are framed according to the need and capabilities of the child.

(C) Curriculum & Availability of Resources :

The third and practical determining factor for the development of curriculum is the availability of resources. The educationists have laid emphasis to give attention to the following aspects for ensuring a meaningful and realistic structure of curriculum upon which the success of the whole education system is realised.

(i) Suitable school environment for proper application of the experiences and activities planned and organised for learners in the educational institutions to realise the goals of education.

(ii) Duration of school hours and time-budget including holidays for imparting class-lessons and exercise of experiences and activities according to the volume of syllabi of different subjects that constitute the curriculum structure. Different parts of the curriculum is to be structured judiciously in order to balance the total time available in calender year for school hours. Otherwise, the objectives of curriculum will sure to face a failure.

(iii) Easy availability of informations relating to curricular experiences—if such experiences and activities are included in the curriculum for which informations and references are not easily available either from the school library or from other sources, the desire and craving for knowledge is not fulfilled, the objectives of education will not be achieved.

(iv) Availability of teaching aids and appliances and their applications in the class-room teaching. These help the students to be attractive, attentive, sensitive and joyful in their learning. In order to make the abstract ideas into concrete, the idea for availability of teaching aids is to be considered as one of the significant determining factors for the development school curriculum.

(v) Professional development of teachers for qualitative improvement of teaching :

Teachers are required to be upgraded by updating their knowledge and skills to be in tune with the advancement of science and technology and changes of teaching methodologies. Before introduction and implementation of the reorganize of curriculum and new syllabi pertaining to the content, methodology and evaluation of the education system, orientation and in-service training of teachers for their professional development and meeting the new challenges of education is indispensable.

(v) Consideration of practicable utility of education to increase total production of the society. It means that the curriculum framework is to be so designed that it will help to increase the professional fitness, social production and employment potential of the society and nation.

2. Organizational factors of curriculum :

Other than basic determining factors of curriculum, there are some organizational factors which help to organise and correlate the experiences and activities for the development of an effective curriculum. Such factors are as follows:

(i) Correlation of experiences and activities planned and organised for the purpose of curriculum development. The Principle of correlation should be followed in developing a well-structured curriculum for learning and retention of subject centred experiences of the students. Such an organisational factor makes the curriculum more meaningful and experiences permanent.

(ii) Preferences to the activity-centered organization of curriculum.

As the students prefer activity, the curriculum should be based on activity principle. Gandhijis' Basic Education is a model of such type of activity-centred curriculum based on the principle of activity.

(iii) Changeability of curriculum is another organizational factor that helps the curriculum to be flexible and dynamic. In this changing world order and environment both the individual and social life of the people are always changing in different regions of the State. Accordingly, the provision and scope for changes in the curriculum should be provided for the attainment of changed and revised aims/goals of education.

(iv) Definite and orderly arrangement of subject matter/content. or unit of experience of the curriculum graded according to difficulty and stages of mental development of the child. This factor is very important for the formulation of syllabi and placement of the subject-matter and units of experiences in different grades or classes.

(v) Placement of recreationaland co-curricular activities in the curriculum :

Psychologists prefer and advocate for inclusion of the above type of activities in the curriculum for the purpose of releaving monotony of educational situation and training for enjoyment of leisure time. Moreover these will help to improve the quality of life and express the latent powers of the child and to develop the character and personality of the child.

From the above discussion, it is clear that the task of developing in ideal curriculum framework is very difficult. We may sum up the following stages through which a complete curriculum is framed and developed :

Different Stages

1st Stage	—	Determination of ultimate aims of education
2nd Stage	—	Determination of immediate and realistic aims of Education after analysing ultimate aims of education.
3rd Stage	—	Selections of units of experiences and activities on the basis of immediate aims of education.
4th Stage	—	Discussion, consideration of primarily selected experiences on the perspective of mental characteristics (needs, interest, ability and maturity) of the learner
5th Stage	—	Based on the immediate aims of education and the mental characteristics of the learner, consideration and decision of the experiences on the basis of availability of resources and final selection of units of experiences for the development of curriculum.
6th Stage	—	Orderly arrangement of finally selected units of experiences in a coordinated way.

In a federal country like India, Education is now placed in the concurrent-list. It means that within a common structure of education and common educational objectives, a national system of education and a national curriculum for school education should be developed for the existence of glaring disparities in educational spheres from region to region and for ensuring a minimum standard of attainment for learners at all stages of education with the provision of minimum facilities and on the other hand, the states will be free to design and implement their educational system in line with local needs and demands for their geographical, linguistic, religious and cultural diversities. But in spite of our existing regional imbalances, unity in diversity is to be visualised through a national system of education with a common structure and common educational objectives for different stages throughout the country. Such a broad, uniform curriculum developed at the national level is not likely to be relevant to the needs and demands of different regions/states of the country. So, such curricular framework at the national level should be developed so as to provide sufficient flexibility to the states to devise their own curricula.

For the promotion of national integration and the cultivation of values as enshrined in our constitution, the following themes, as have been emphasized in the National policy on Education-1986, may be identified as common core components, which are sought to be made obligatory for all schools in the country.

1) History of Indias' freedom movement.
2) Respect for constitutional obligations.
3) Content essential to nurture national identity.
4) Indian Common cultural heritage and values.
5) Egalitarianism, democracy and socialism.
6) Equality of the sexes.
7) Protection of environment and conservation of natural resources.
8) Removal of social barriers.
9) Observance of a small family norm
10) Inculcation of scientific temper.

Role of Inspecting officers in the Curriculum Development.

It is discussed earlier that the concerns and priorities of the society and nation should be suitably reflected in the curriculum to realise the aims of education. The policy on education formulated for this purpose contains directions and guidelines for the development of curriculum for primary and secondary education. Curriculum is developed by the national and State level curriculum development agencies. It is the teacher who will have to shoulder the responsibility of transacting the curriculum effectively in the class rooms so as to cater the need for development of different abilities and skills in a balanced manner. Inspecting officer has no direct role in the process of curriculum development. It is he/she who has to visualise whether the objectives of the curriculum like development of independent thinking rather than memorisation, originality, productivity, critical thinking, scientific temper etc. have been followed by interactive teaching. He/She has to look after the teaching learning strategies and activities on the part of learners and teachers, viz., observation, demonstration, experimentation, project assignment, playway activities, use of teaching aids and appliances, group discussions and group activities, conversations, deductive and inductive teaching problem solving and discovery-learning etc.

She/He should know the content of the curriculum, themes of common core components of curriculum, varied techniques of evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time. This will help the inspectors to monitor the assessment techniques used by the teachers for continuous comprehensive evaluation of the learners and extensive coverage of syllabus.

So, the role of inspecting officers can be viewed and estimated on the perspective of their exposition in the matter of effective implementation of the curriculum-but not in the matter of their participation in the development process of curriculum framework. As a teacher-educator and change-agent of the educational system, it is of urgent necessity to recommend the Education officers' recognition and relevance to the process of curriculum development at least at the state level to realise the goals of education.

Text Book Development Process 3/4 system working in West Bengal

Text Book is defined as "a means of visual communication". In the teaching learning process, it occupies a prominent position. A text book is invariably based on a prescribed syllabus and as such contains selected and summarised content, keeping in view the requirements of a particular grade.

It includes various aspects in the development process- like planning, organisation, writing, editing the manuscripts, review exercises, printing, distribution, revision at invervals for its enrichment, restructuring and updating the content.

Structure of School Education :

The west Bengal State has accepted the scheme of school education of 12 years duration. The pattern is as follows: (1) Primary Education (1 to IV) (2) Elementary Education/Upper Primary (V to VIII), Secondary Education (IX & X) and H.S. Education (XI & XII).

All Text books from standard I to V are nationalised and are in use throughout the state uniformly. The Text Book Section is a separate wing under the Directiorate of school Education, Govt. of West Bengal. One Asstt. Director of School Education is in-charge of this section. He is assisted by an Asstt.Inspector of Schools, Accounts officer, Monitoring Officer to monitor distribution of Text books and other supporting staff for administration. Distribution of Nationalised Text Books is made throughout the state in a decentralised way. The privilege of free distribution of nationalised text books (NTB) in different languages text books is extended to all school going children in the state of standard I to V except to the students of unaided private institutions, as an incentive to increase enrolment, retention and to reduce drop-outs. Text Book wing in the School Education Directorate is assisted by the District Inspector of Schools (Primary Education) at the District level, Sub-Inspector of Schools at the Circle level, Sabhapati at the Block/Panchayet Samity level, Gram Pradhan at the Gram Panchayet level, Municipality Chairman and Councillors at the Municipality level and School teachers at the school level.

Text Books on some subjects in different languages for the upper primary stage (VI to VIII) and secondary stage (IX & X) are prepared on the basis of prescribed syllabi and sold by the West Bengal Board of Secondary Education (an Autonomous body) on no loss and no profit basis. The other Text Books are prepared by the publishers on the guidlines given by the West Bengal Board of Secondary Education issuing T.B. numbers against approved books approved by the Board.

In the preparation of Text Books for Higher Secondary stage, the West Bengal Council of Higher Secondary Education took the same principal for the publication of some Text Books for Languages and some of the other Text Books with the approval of the W.B.C.H.S.E. are published by the publishers on the guidelines given by the W.B.C.H.S.E.

Plan of Action :

Preparation, publication and revision of Text Books are generally made on the basis of new syllabus/revised syllabus on different/specific subjects duly approved by the General Curriculum Committee. The objectives and needs for changes of curriculum and syllabi thereon is placed by the Education Department before the general curriculum committee, headed by the Education Minister, for discussion. After discussion, the committee will lay down the principles and finalise the framework for revision of syllabi. Different syallabus committees are constituted to prepare draft syllabus. Then with the approval of the draft syllabus by the curriculum committee, it is sent to the government for formal approval. The Education Department will decide the book to be prepared and ask the Director of School Education to send a proposal alongwith the cost statement for sanctionting order of the government. After obtainingsanctioning order, writers and reviewers, translators etc. are selected on the basis of their academic background, teaching experience and experience in work relating to Text Book production. Workshops conducted for such experienced teachers, lecturers, professors and academicians who drafted for writing text books, to give suitable guidence for making qualitative improvement of the text books.The Chairman of each Syllabus Committee assigns the topic to all members. In the next meeting of the Syllabus Committee, the written materials are read and rectified, wherever necessary. The manuscript given to the review with necessary guidelines. They verify the script and will point out factual and other errors, if any, for the standard, i.e. language and style for which the book is prepared, and offer their suggestions for improvement. Once again, the text book committee meet with the reviewers and effect corrections, modifications, whereever necessary after through discussions.

While selecting the contents, the difficulty level of each lesson, the linguistic and thematic aspects are to be graded

according to the instructional objectives as detailed in the syllabus. Exercises, short answers and objective type questions are to be set carefully to monitor the effectiveness of teaching.

Printing :

Nationalised Text Books for primary level (I to V) are printed at the Government press. And the Text Books prepared and published by the Board and Higher Secondary Council for Secondary and Higher Secondary level are printed by the private printers who are entrusted after inviting quotations and assessing their technical potentiality and reputation. The price of the text book is fixed on no loss and no profit basis.The budget allotment for the Text Book purpose for primary Branch is placed by the government under Non-Plan head of account.

There are nearly - title of Nationlised Text Books for primary students in Bengali, Hindi, Nepali and English languages. For free distribution of Nationalished Text Books, the number of copies to be printed every year is decided on the basis of total requirement against enrolment of the district (class-wise) i. e. no. of beneficiaries placed by the District Inspector of Schools (P.E.) to the Text Book unit of the School Education Directorate. The concessional white printing paper is supplied by the paper Controller through various paper mills against which allotment received by the Department is redistributed and reimbursed.

In case of Secondary and Higher Secondary Text Books in different languages, the number of copies to be printed every year is decided on the basis of total enrolment (classwise)in secondary and higher secondary schools throughout West Bengal. Papers to be required, are supplied by the Board and Council to the printers.

Distribution :

Nationalised Text Books are distributed by the press (printers) to the Districts go-downs as per guidelines prescribed by the Text Book Section of the School Education Directorate. From District go-downs, books are distributed to Block/Panchayet Samity go-down and from Block to Gram Panchayet and from Panchayet to individual schools under jurisdiction of Panchayet. Education Officers at the district level and Circle level, have to do this work of distribution as co-ordinators and look after the whole system of free distribution carefully and effectively.

In case of secondary and higher secondary Text Books, books are sold out by the panelled private book sellers on demand for certain percentage of commission decided by the Board and Council. They collected books from the warehouses of the Board and council. Moreover, there are Sales Counters in Regional Offices of W.B.B.S.E. & W.B.C.H.S.E. and at Headquarters of the Board and Council. Books are sold directly from sales counters and sales-proceeds are deposited to the Board/Council's account.

Role of Inspectors :

The role of the Inspecting Officers under the School Education Directorate in the development process and in the system of working of the preparation of Text Books cannot be over-estimated. With their participation and coordination, the officers as practioners in the educational area help to establish a close link between the learner and the teacher and to parents to guide their wards and to evaluator to judge the performance of the learners. In all stages of plan of actions, the Inspecting Officers can help a great deal in improving the system of working of Text Books. It is they who confront difficulties in the process of distribution system and pinpoint the strength and weaknesses of the content of the text books. As administrative officers, they have to encounter and manage the difficulties of untimely supply of books i.e. not in the beginning of the session, non-adherence of time-schedule, non-supply and shortage of books as per requirement. They have to advise the teachers and students to keep the books clean and intact so that 40% of those old and used books may be used for the next year. In the distribution process, they are used to maintain a coordination and linkage with the community and the panchayet officials on the one hand and the district and stage level authority on the other. The success of the planning and programe/distribution-production and system of Text Books largely depends upon the transmission of actual statistical data and information by the Inspecting officers pertaining to class-wise enrolment, medium of instruction, no. of pass-outs, no. of drop-outs, no. of schools, no. of Gram Panchayets, no. of books supplied in the previous year etc. In a word, the Inspecting officers act as an effective and well coordinated machinery to reach the text books to the users for smooth running of the teaching learning process and to make the education system on-going and truely worthy for future development of human resources.

বিনা মূল্যে ও স্বল্প মূল্যে শিখন-শিক্ষণ উপকরণ

উদ্দেশ্য, প্রয়োজনীয়তা, প্রস্তুতি, যথাযথ ব্যবহার এবং উন্নতি সাধন

সনৎ কুমার ঘোষ

উপশিক্ষা অধিকর্তা

ভূমিকা :

শিক্ষার মূল উদ্দেশ্য হল শিশুর সার্বিক বিকাশ। সার্বিক বিকাশ হল শিশুর দেহ, মন ও আত্মার উন্নতি। শিক্ষানীতির প্রধান বিষয় শিক্ষার্থীর শিখন। শিশু অর্থাৎ শিক্ষার্থী হল শিক্ষা প্রক্রিয়ার কেন্দ্র বিন্দু। সক্রিয় অংশ গ্রহণের মাধ্যমে পাঠক্রমের ধারণা সমূহকে আনন্দদায়ক ভাবে শিখনের মাধ্যমে বাস্তবমুখী প্রয়োগের কৌশল আয়ত্ব করানো হল শিক্ষকের প্রকৃত ভূমিকা।

পাঠ্যপুস্তকের সাহায্যে পাঠপরিকল্পনা তৈরি এবং শ্রেণীকক্ষে বক্তৃতার মাধ্যমে শিক্ষার্থীদের নিকট তা উপস্থাপন করে পাঠদানের প্রচলিত ব্যবস্থা যা বিভিন্ন মানসিক অবস্থান সম্পন্ন শিক্ষার্থীদের কাছে এই ব্যবস্থা একঘেয়ে, আকর্ষনহীন ও কঠিন।

তাই শিক্ষার্থীদের সক্রিয় করে কঠিনতর বিষয়কে চিত্তাকর্ষক ও বোধগম্য করে তুলতে পাঠ-প্রদীপন বা শিখন-শিক্ষণ উপকরণ ব্যবহার পাঠ পরিকল্পনার একটি মূল্যবান সংযোজন।

তবে আমাদের দেশে বেশীরভাগ বিদ্যালয় গ্রাম বাংলায় আর্থিক ভাবে সংগতিহীন হওয়ায় দামী সুন্দর, মজবুত চলমান উপকরণ বাজার থেকে সংগ্রহ করা অসম্ভব ব্যাপার। তার উপর পরিবেশ, শ্রেণীকক্ষের দুরবস্থা, শিক্ষকের সঠিক মানসিকতার অভাব, দীর্ঘ পাঠক্রম, পরিশ্রম বিমুখতা, নিয়মিত পাঠ উপকরণ প্রস্তুতি ও তার যথাযথ ব্যবহারের প্রশিক্ষণের অপ্রতুলতা পাঠদান ব্যবস্থাকে এক সংকটময় গভীরতার দিকে ক্রমশ এগিয়ে দিচ্ছে যার আশু প্রতিকারের জন্য অনুপ্রেরণা ও প্রশিক্ষণের প্রয়োজন। স্থানীয় পরিবেশ থেকে কম দামের এমনকি ফেলে দেওয়া বাতিল সামগ্রী সংগ্রহ করে শিক্ষার্থী ও স্থানীয় মানুষজনের সক্রিয় সহযোগিতায় শিক্ষা উপকরণ প্রস্তুতি ও তার ব্যবহার শিক্ষার্থীকে শিখনের উচ্চমানে তুলে ধরা সহজতর হবে। শিক্ষণ ও শিখন উপকরণের সাহায্যে পাঠদান পরিকল্পনা ও তার যথার্থ প্রয়োগের জন্য নিম্নলিখিত বিষয়গুলি গভীরভাবে অনুশীলন ও তার প্রয়োগের জন্য শিক্ষকদের চিন্তা ভাবনায় ও আলোচনায় রাখতে হবে।

(১) শিক্ষা উপকরণ ব্যবহারের উদ্দেশ্য ও প্রয়োজনীয়তা;

(২) শিক্ষা উপকরণের নির্বাচন;

(৩) শিক্ষা উপকরণের প্রস্তুত করণ;

(৪) বিনামূল্যে ও স্বল্পমূল্যের উপকরণ প্রস্তুতির উন্নয়ণ ও বিকাশ ঘটানো;

(৫) পাঠদানের উপযোগী করে উপকরণের যথাযথ ব্যবহার;

(৬) উপরেবর্ণিত সমস্ত ব্যবস্থার মূল্যায়ণ, পূর্ণমূল্যায়ন ও তার নবীকরণ।

শিখন-শিক্ষণ পদ্ধতিতে শিক্ষা উপকরণের প্রয়োজনীয়তা অত্যন্ত গুরুত্বপূর্ণ। অমূর্ত পাঠকে চোখের সামনে তুলে ধরে তার সম্বন্ধে সুস্পষ্ট ধারণা তৈরী করা ও তা দীর্ঘদিন মনে রাখা অনেক সহজ। শিক্ষা উপকরণের নিজস্ব উপস্থাপন সামর্থ্য নেই। উপযুক্ত শিক্ষকের যথাযথ ব্যবহার এর উৎকর্ষতা ও কার্যকরিতা বৃদ্ধি পায়। তাই শিক্ষণ প্রদীপনের নির্বাচন, প্রস্তুতকরণ ও তার যথাযথ ব্যবহার করে শিক্ষার্থীর চিন্তনকে সক্রিয় করে শিখনের মানকে ধারাবাহিকভাবে শিক্ষা লক্ষ্যের দিকে এগিয়ে নিয়ে যেতে শিক্ষকের বিচার বিবেচনা, যথাযথ সিদ্ধান্ত ও কর্মকুশলতা বৃদ্ধি করতে নিম্নের বিষয়গুলির উপর সজাগ দৃষ্টি দিতে হবে।

(১) পাঠ করিকল্পনার পূর্বে, সক্রিয়তা ভিত্তিক শিক্ষণ-শিখন পদ্ধতিতে বিষয় বস্তুর পরিপ্রেক্ষিত এবং শ্রেণী কক্ষের শিক্ষার্থীর শ্রেণি, বয়স, মানসিক সক্ষমতা ও অভিজ্ঞতার বিচারে পরিকল্পিতভাবে পরিবেশ উপযোগী শিক্ষা উপকরণ নির্বাচন করতে হবে।

(২) শিক্ষা উপকরণ এমন হওয়া প্রয়োজন যাতে পাঠ্য বিষয়কে শিক্ষণের কাজে সহায়তা করে এবং শিক্ষাগত মূল্যমান বজায় রাখে।

(৩) শ্রেণিকক্ষের পরিবেশের উপযোগী উপকরণ নির্বাচন করা প্রয়োজন।

(৪) শিক্ষা উপকরণ নির্বাচনে বিদ্যালয়ের আর্থিক দিক চিন্তা করে কমদামের এবং হাতে তৈরী ছোট অথচ সুন্দর ও কার্যকারি সামগ্রী তৈরির দিকে নজর দিতে হবে।

(৫) একসঙ্গে অনেক উপকরণ টেবিলে বা শিক্ষার্থীর সামনে রাখা উচিৎ হবে না এতে ছাত্রদের পাঠের বিষয়ে মন না থেকে অন্য মজাতে অযথা কৌতুহল সৃষ্টি হয় এবং পাঠে মনোনিবেশ কঠিন হয়ে পড়ে।

(৬) পাঠ্যসূচী ও শ্রেণীকক্ষের সময় সীমার কথা মাথায় রেখে পাঠের অগ্রগতি ও ধারাবাহিকতা বজায় রেখে শিক্ষণ উপকরণ নির্বাচিত ও ব্যবহার করা প্রয়োজন।

(৭) পাঠদানের পূর্বে শিক্ষা উপকরণের ব্যবহার সম্বন্ধে চর্চা করা প্রয়োজন যাতে সাবলীল গতিতে পাঠদান ও উপকরণ প্রদর্শনের সামঞ্জস্য বজায় থাকে।

(৮) শ্রেণীতে সকল শিক্ষার্থীরা যাতে ভালভাবে দেখতে পায় এবং শুনতে পায় তা বুঝে শিক্ষণ উপকরণ প্রদর্শন করতে হবে এবং তার ব্যাখ্যা করতে হবে।

(৯) উপকরণগুলি স্থানীয় পরিবেশ থেকে প্রাপ্ত এবং শিক্ষার্থীদের দ্বারা প্রস্তুত করে এর উপযোগিতা বাড়িয়ে তুলে তাদের সক্রিয় অংশ গ্রহণের মাধ্যমে শিখন অভিজ্ঞতা বাড়িয়ে তুলতে সচেষ্ট হতে হবে।

(১০) কিছু দক্ষ শিক্ষক বিনা উপকরণে পাঠদানে শিক্ষার্থীদের মনোযোগ আকর্ষন করে শিখণকে উচ্চমানে নিয়ে যেতে পারলেও যথার্থ উপকরণের সাহায্য নেওয়া শিক্ষার্থীর পাঠ গ্রহণকে সুখকর ও দীর্ঘদিন মনে রাখতে সাহায্য করে।

(১১) ভাল চার্ট, ম্যাপ, চিত্র অঙ্কনে অন্য শিক্ষকের বা চিত্রশিল্পী সাহায্য নেওয়া অধিকতর উপযোগী।

(১২) শিখন-শিক্ষণ উপকরণ প্রস্তুতিতে ও তার ব্যবহারে পাঠদান পরিকল্পনায় সহযোগী শিক্ষক বা অন্যান্য বিদ্যালয়ের শিক্ষকের সাথে নিয়মিত আলাপ আলোচনা করা প্রয়োজন।

(১৩) উপকরণ প্রস্তুত ও তার ব্যবহারের জন্য ও উচ্চ অভিজ্ঞতা সহ ব্যক্তিদের কর্ম্মশালায় যোগদান করা প্রয়োজন।

(১৪) সমস্ত বিষয়গুলি বিদ্যালয়ের শিক্ষক দ্বারা মাঝে মাঝে মূল্যায়ন করা দরকার।

স্বল্পমূল্যের এবং বিনামূল্যের বা ফেলে দেওয়া অব্যবহৃত এবং স্থানীয়ভাবে প্রাপ্ত সহজলভ্য জিনিসপত্রের কিছু তালিকা নিম্নে দেওয়া হল যা শিক্ষা উপকরণ হিসাবে সরাসরি ব্যবহৃত হতে পারে এবং বাকী সামগ্রীগুলি সহজে শিক্ষকের সহযোগিতায় এমন কি স্থানীয় শিল্পী, কারিগর, অভিভাবকের সাহায্য নিয়ে শিক্ষার্থীরা আকর্ষনীয় শিক্ষা উপকরণ প্রস্তুত করতে পারে।

(১) সবরকম ঝাঁটার কাঠি
(২) দেশলাই-এর খালি বাক্স
(৩) পাটকাঠি
(৪) সাইকেলের ভাঙা স্পোক
(৫) লোহার সরু ও মোটা তার
(৬) প্যাকিং বাক্সের লোহার পাতা
(৭) পাত্‌লা নরম কাঠের টুক্‌রো
(৮) কাঠের গোলকার লাঠি
(৯) মোটা কাগজের খালি জুতার বাক্স
(১০) সাদা কাগজের টুকরো
(১১) বিভিন্ন রঙীন কাগজ
(১২) সেলোফিন কাগজ
(১৩) পুরানো পত্র-পত্রিকা
(১৪) পুরানো খেলার তাস
(১৫) চায়ের খালি কাঠের বাক্স
(১৬) বড় আর্ট পেপার
(১৭) গ্রাফ কাগজ
(১৮) ফ্লানেল কাপড়
(১৯) পুরানো নেগেটিভ ফিল্ম
(২০) বিভিন্ন জেলা, প্রদেশের ম্যাপ
(২১) বিভিন্ন ফল, ফুল, গাছের চার্ট বা ছবি
(২২) টুথ পেস্টের ঢাক্‌না
(২৩) মেটালের খালি কৌটো
(২৪) বিভিন্ন দ্রব্যের খালি টিউব
(২৫) অব্যবহৃত টুথ ব্রাশ
(২৬) কাঁচের বিভিন্ন সাইজের মার্বেল
(২৭) বিভিন্ন ফল ও ফুলের বীজ
(২৮) বিভিন্ন গাছের শুকনো পাতা
(২৯) খারাপ বাল্ব
(৩০) মোমবাতি
(৩১) রবারের টুকরো
(৩২) বেলুন
(৩৩) সুতো
(৩৪) বিভিন্ন সাইজের পেরেক
(৩৫) চক ও ডাস্টার
(৩৬) ব্লাক বোর্ড

(৩৭) জ্যামিতি বক্সের পুরানো চাঁদা
(৩৮) প্লাস্টিক ইলেক্‌ট্রিক তার
(৩৯) রঙিন চক
(৪০) রঙের মোম পেন্‌সিল
(৪১) গোলা রঙের বাক্স
(৪২) লিউকো প্লাস্টার
(৪৩) ব্লাক টেপ্‌
(৪৪) প্লাস্টার অব প্যারিস
(৪৫) কাঠের পুটিং
(৪৬) থার্মোকলের টুকরো
(৪৭) রবারের বল
(৪৮) প্লাস্টিক বল
(৪৯) কাঁচের গ্লাস
(৫০) নষ্ট ব্যাটারীর কার্বন রড
(৫১) আঁঠার টিউব
(৫২) পুরানো সাইকেলের টিউব
(৫৩) কাপড়ের পকেট বোর্ড
(৫৪) রোলার বোর্ড
(৫৫) আলপিন ও জেমস ক্লিপ
(৫৬) দুটি দণ্ড চুম্বক
(৫৭) বর্গাকার কাঠের টুকরো
(৫৮) ছোট কেট্‌লী
(৫৯) দুটি ভালো ব্যাটারী
(৬০) টেস্টটিউব প্রভৃতি

উপরোক্ত জিনিসগুলি দিয়ে প্রয়োজনীয় বিভিন্ন উপকরণ প্রস্তুত করতে কিছু যন্ত্রপাতির প্রয়োজন যা নিম্নে বর্ণিত হল প্রত্যেকটি প্রাথমিক বিদ্যালয়ে একটি সেট যন্ত্রপাতির বাক্স এবং মাধ্যমিক বিদ্যালয়ে একাধিক এইরকম যন্ত্রপাতির বাক্স রাখতে হবে। সেগুলি মাঝে মাঝে পরিষ্কার পরিচ্ছন্ন ও ধার করা এবং সারানোর ব্যবস্থা রাখতে হবে।

(১) একটা বড় ও একটা ছোট কাঁচি
(২) একটি বড় ও একটি ছোট ছুরি
(৩) একটি তার কাটার যন্ত্র
(৪) একটি ঝালাই করার ইলেকট্রিক যন্ত্র
(৫) উনানে গরম করার ঝালাই যন্ত্র
(৬) একটি ছোট ও একটি বড় স্ক্রু-ড্রাইভার
(৭) একটি ছোট করাত
(৮) একটি ধার করার যন্ত্র বা ফাইল
(৯) ভেসলিন বাক্স
(১০) বড় ও ছোট হাতুড়ি
(১১) একটি বড় প্লাস
(১২) আঁঠার শিশি
(১৩) রাবার সলিউশন
(১৪) ব্লেড
(১৫) বিভিন্ন ধরণের ছোট বড় পেরেক ও রিপিট

শিখন-শিক্ষণ উপকরণ প্রস্তুতি ও তার ব্যবহারের পাঠ পরিকল্পনার কয়েকটি উদাহরণ ঃ

শ্রেণি ও বিষয়	একক ও উপএকক	শিখন-শিক্ষণ উপকরণের ব্যবহার	প্রয়োজনীয় দ্রব্যাদি
১। প্রথম শ্রেণি বাংলা ভাষা কিশলয় (১ম ভাগ)	"পড়ার আগে শোনো আর বলো" আতা গাছে তোতা পাখী	একটি বড় সাদা আর্ট পেপারে আতা ধরে আছে এমন গাছের রঙিন ছবি তাতে তোতা অর্থাৎ টিয়া পাখী বসে আতা খাচ্ছে এমন রঙীন ছবি। আলাদা করে থার্মোকলে রঙ দিয়ে টিয়া পাখী ও কাগজ মণ্ড দিয়ে আতা ফল তৈরি করলে ভালো হয়।	আর্ট পেপার, থার্মোকল, রং বক্স, তুলি, কাগজের মণ্ড প্রভৃতি।
২। প্রথম শ্রেণি বাংলা ভাষা কিশলয় (১ম ভাগ)	'এসো শব্দ তৈরির খেলা করি'	বিভিন্ন শব্দ কার্ড, বর্ণকার্ড, পকেট বোর্ড, থার্মোকল বোর্ড, যাতে আলপিন দিয়ে শব্দ বা বোর্ড আটকানো যায়।	কাপড়, মোটা কার্ড বোর্ড থার্মোকল, রঙ, আলপিন, রঙিন চক।
৩। প্রথম শ্রেণি গণিত	স্থানীয় মান একক, দশক	কার্ডবোর্ডে বিভিন্ন সংখ্যা, পাটকাঠি দিয়ে দশটা করে রাবার দিয়ে বাণ্ডিল করে দশকের স্থান ও মান বর্ণনা করা।	কার্ডবোর্ড, পাটকাঠি, রাবার, চক্‌ প্রভৃতি।
৪। দ্বিতীয় শ্রেণি বাংলা ভাষা কিশলয় (২য় ভাগ)	'র' এর পর কোন বর্ণ জুড়ে গেলে 'র' হয়ে যায় রেফ।	ত র্‌ + ক = তর্কপিচবোর্ডের ত, র্‌, অ + ক = তর্ক তৈরি করে ছাত্রদের এনে সাজাতে হবে তর্ক, অর্ক এবং উচ্চারণ করতে হবে বারবার।	পিচবোর্ড, রঙ, রঙীন চক, আলপিন প্রভৃতি।

শ্রেণি ও বিষয়	একক ও উপএকক	শিখন-শিক্ষণ উপকরণের ব্যবহার	প্রয়োজনীয় দ্রব্যাদি
৫। দ্বিতীয় শ্রেণি গণিত	সময় পরিচিতি-ঘন্টা, মিনিট, সেকেন্ড	থার্মোকল বা পিচবোর্ডের ঘড়ি, তাতে পাটকাটির কাঁটা আলপিন দিয়ে আটকাতে হবে যাতে হাত দিয়ে ঘোরানো যায়।	থার্মোকল পিচবোর্ড, পাটকাঠি আলপিন, স্কেচ্ পেন।
৬। তৃতীয় শ্রেণি ভূগোল	রাজ্যের প্রাকৃতিক গঠন নদ-নদী, সমুদ্র, পাহাড়	পশ্চিমবঙ্গে প্রাকৃতিক মানচিত্র শিক্ষার্থীদের নিয়ে আর্টপেপার এবং থার্মোকল দিয়ে নদ-নদী, পাহাড়, সমুদ্র, বন সম্বলিত রঙিন ছবি যা দেওয়ালে টাঙানো যাবে এবং একটি মাটিতে রেখে কাগজের মণ্ড বা মাটি দিয়ে উঁচু পাহাড়, নীচু সমুদ্র, নদী, কাঠের বন থাকবে।	মানচিত্র, আর্ট পেপার থার্মোকল কাগজ, মাটি, পাট কাঠি রঙ তুলি, আঠা প্রভৃতি।
৭। চতুর্থ শ্রেণি প্রকৃতি বিজ্ঞান	শক্তি - তাপ শক্তি বাষ্প শক্তি বৈদ্যুতিক শক্তি	মোমবাতি ও পাটকাটি দিয়ে ছোট উনানে আগুন জ্বালানো তার উত্তাপ পর্যবেক্ষণ কেটলিতে জল গরম করে তার বাষ্প মুখে প্লাষ্টিকে খাঁজাযুক্ত চাকা ঘোরানো ব্যাটারি দিয়ে ছোট বাল্ব জ্বালিয়ে বিদ্যুৎ শক্তি পরিচয় দেওয়া।	মোমবাতি, পাটকাঠি, টিনের রঙ কোটো দিয়ে উনান তৈরী কেটলি জল প্লাষ্টিকের বা কাঠের সুতোর রিল, ব্যাটারি, তার, বাল্ব প্রভৃতি।
৮। পঞ্চম শ্রেণি প্রকৃতি বিজ্ঞান	ফুল ফুলের বিভিন্ন অংশ	ধুত্‌রা, অপরাজিতা ও কুমড়োর পুং ও স্ত্রীফুল শিক্ষার্থীরা বাড়ীথেকে আনবে। ব্লেডে করে চিরে বিভিন্ন অংশগুলি দেখানো ও পরিচিত করানো	ধুতরা, অপরাজিতা কুমড়োর টাট্‌কা ফুল, ব্লেড
৯। পঞ্চম শ্রেণি প্রকৃতি বিজ্ঞান	চুম্বক চুম্বকের বিভিন্ন ধর্ম	দুটি দণ্ড চুম্বক একটি লোহার ষ্টান্ডে সুতোয় ঝুলিয়ে চুম্বকের আকর্ষণ ধর্ম, সমমেরুর বিকর্ষণ, বিষম মেরুর আকর্ষণ দিকদর্শী ধর্ম প্রভৃতি পর্যবেক্ষণ করানো।	দুটি দণ্ড চুম্বক, লোহার ষ্ট্যান্ড সুতো
১০। পঞ্চম শ্রেণি প্রকৃতি বিজ্ঞান	পরিমাপের একক ভর ও ওজন ভর নির্ণয়	দুটো টিনের কৌটো দিয়ে, মোটা বাঁশের কাঠি ও সুতো দিয়ে দাঁড়ি পাল্লা তৈরি করে তাহা কিছু জিনিষ চাপিয়ে বাঁটখাড়া দিয়ে ওজন করা	টিনের কৌটার ঢাক্‌না, কাঠি, দড়ি, বাটখাড়া প্রভৃতি
১১। ষষ্ঠ শ্রেণি গণিত	কোণ সুক্ষকোণ, স্থুলকোণ, সমকোণ, প্রবৃদ্ধকোণ	দুটি সমান পাটকাঠি একটি প্রান্তে আলপিন দিয়ে উপর নিচে আটকে বিভিন্ন কোণের পরিচিত ঘটানো	পাটকাঠি, আলপিন প্রভৃতি
১২। সপ্তম শ্রেণি সাধারণ বিজ্ঞান	উত্তাপে ধাতুর প্রসারণ	সাইকেলের স্পোককেএকটি কাঠের দণ্ডে আঁটকে এক প্রান্তে একটি কাগজের সূচক লাগাতে হবে এমনভাবে যাতে স্পোক্‌টি খুব সামান্য বাড়লে সূচকটি অনেকখানি সরে যাবে। তারপর স্পোকটি অপর প্রান্ত মোমবাতি দিয়ে অনেকক্ষণ ভালভাবে গরম করলে কিছুক্ষণ পর দেখা যাবে সূচকটি অনেকটা সরে যাবে।	স্পোক, কাগজের সূচক, কাঠের দণ্ড, মোমবাতি প্রভৃতি।
১৩। অষ্টম শ্রেণি সাধারণ বিজ্ঞান	আলোর প্রতিফলন পেরিস্কোপ	দুইটি বর্গাকার কাঁচের টুকরোর একপাশ কালো রঙ করে আয়না তৈরী করে কার্ড বোর্ড দিয়ে পেরিস্কোপ প্রস্তুত করে দেখানো	কাঁচের টুকরো, কালো রঙ, কার্ড বোর্ড, করাত কাগজ, আঁঠা প্রভৃতি

যে সব পুস্তকের সাহায্য নেওয়া হয়েছে -

১) মধ্যশিক্ষা পর্যদ কর্তৃক প্রকাশিত 'সকলের জন্য শিক্ষার লক্ষ্যে' শিক্ষক শিক্ষয়ত্রীদের অভিমুখীকরণ।

২) জেলা প্রাথমিক শিক্ষা কার্যক্রম বীরভূম কর্তৃক প্রকাশিত প্রাথমিক শিক্ষায় শিখন-শিক্ষণ উপকরণ নির্ম্মাণ ও প্রয়োগবিধি।

৩) এন. সি. ই. আর. টি কর্তৃক প্রকাশিত 'ইনসারভিস টিচার্স এডুকেশন প্যাকেজ।

Continuous and Comprehensive Evaluation at the Primary Stage

Amiya Ranjan Sanyal
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Evaluation and its Historical Perspective—Before we step into the discussion chronologically, we need to Highlight on what Evaluation is and how the gamut of the concept has steadily developed in the minds of the Educators and mentors of Educational planning and strategies. It goes without saying that a specific aim or a goal in the forefront renders any action or a set of actions fruitful and effective. This aim quite unequivocally, rests on achievement of quality education at the primary stage which will entail enriched stages of Education in furtherance of the stream of education in the higher fields. Now, let us come to define Evaluation first of all, and then we will try to anatomise the popular jargon which is closely associated with the modern trends of Education.

Evaluation is the continuous systematic process of ascribing value-judgement to both quantitative and qualitative teaching-learning outcomes in the light of educational objectives. Value-Judgement in the above proposition is the most key-phrase which is associated intimately with the aims of education in its modern perspective. The modern thinkers in the field of educational technology stress upon an all-round development of a child, flourishment of both scholastic and non-scholastic areas of a child. Let us now venture to anatomize the words 'Comprehensive and Continuous' and explain briefly the historical perspective of the concept.

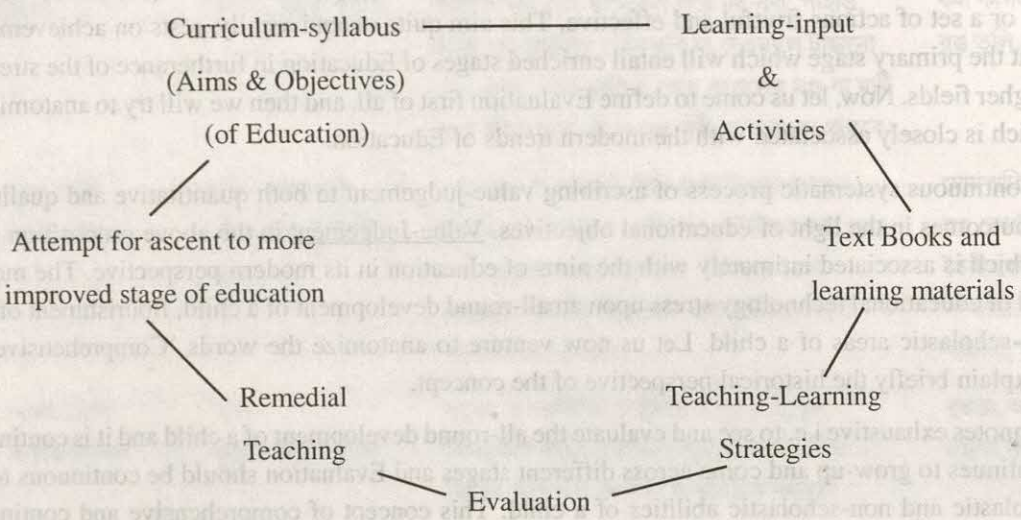
Comprehensive connotes exhaustive i.e. to see and evaluate the all-round development of a child and it is continuous because a child continues to grow-up and come across different stages and Evaluation should be continuous to see and assess the scholastic and non-scholastic abilities of a child. This concept of comprehensive and continuous evaluation has evolved through different stages. Since time immemorial Examinations have been in existence in our country. The ancient education system in India was characterized by oral teaching and learning. The Schools were known as Gurukul as and these Gurukul as were the teachers' homes where the students knew to learn their lessons under the guidance and supervision of the teachers. The Chief concern that time was with direct, personal and continuous contact with a teacher of noble character. In this context of teaching and learning, examinations used to be held daily for every student and no lesson started till the old one was thoroughly mastered. This shows that the concept of continuous evaluation was prevalent along with the concept of diagnoise, remediation and mastery learning. On the other hand, stress on noble character revealed the non-scholastic aspect of learning. Therefore, it is evident system of continuous and comprehensive evaluation was that the integral part of the ancient Indian education system.

During the medieval period the examinations were school-based. The teacher himself used to examine the students and promote them to the next class. In the British reign the entire system of education underwent a sea-change. The system stressed on developing human resources that suited the needs of the State. At this time external examinations were introduced at the conclusion of the Secondary stage for the purpose of allocating seats in higher education and placement in Government Jobs.

In the post-independent era, it was felt that the education system needed through overhaul. As a result, a number of commissions and committees were set-up to look into the matters. The University Education Commission (1948), the Secondary Education Commission (1952-53), and the Education Commission (1964-66) stressed that continuous and comprehensive evaluation should germinate and it was a continuous process and thus formed an integral part of the total system of education. This idea culminated in the concept of continuous and comprehensive Evaluation (CCE) that was subsequently highlighted by the National Policy on Education, 1986, and the Programme of Action, 1992 as one of the major examination reforms. Keeping the utility of the Comprehensive and continuous Evaluation at the Primary Stage, the West Bengal Board of Primary Education under the auspices of School Education Department and in active coordination with the District Primary School councils and the District Inspectorate act as important evaluating agency at the Primary stage in West Bengal.

Need of Evaluation i.e. C.C.E. At the Primary Stage—It is felt with the passage of time that the CCE can play a pivotal role in highlighting the abilities of a child at the Primary Stage so as to make him congenial to his set-up and the Environment he clings to. Evaluation is the only tool of assessing the status of a child and determining the possible measures for gradual but steady promotion of a child relevant to the social needs. The dynamic Primary

Education Planning may be compared with a gradually increasing circle. That circle starts rotating with the aims and objectives of education, devising curriculum and syllabus, preparing teaching materials and teaching aids in conformity with the syllabus, designing the teaching-learning methodology and strategies and finally achieving the quality education by way of continuous Evaluation and remedial measures. The diagram of the process of CCE at the Primary stage may be portrayed in the following manner :



Actually, the role of evaluation is comprehensive and continuous in as much as it not only throws light on the teaching-learning aspect or so to speak the Scholastic area of child but it helps to evaluate the infrastructure of education, the aims and objectives of education and its applicability, the role of the teachers and the overall factors of education and its loopholes, if any, and design and suggest some viable measures for ushering in a qualitative improvement of education. It is our first and foremost concern to locate the sharp difference between the age-old examination system and the evaluation. The Examination system lays emphasis on the pass and fail and it encourages that student to be promoted to the next higher class on the basis of the marks secured. The assessment in the conventional Examination system is determined on the marks secured in all the subjects as a whole. Consequently, a student is kept in the dark of the weakness in a particular subject. This system also unfortunately has built-up a discrimination between two kinds of students-one scoring high marks and one cutting a sorry figure in the examination. On the other hand, continuous evaluation has generated an awareness amongst the learners of the subject-wise weakness and provided some measures for remedial intervention. As such, neither any psychosis nor any delusion of lowliness can be sheltered in a child. Evaluation process at the primary stage has introduced a gradation-level in lieu of awarding marks. This has germinated in a child at the primary stage to rehash and sharpen his abilities to better his status in he acquisition of knowledge without inviting any displeasure and discontent on the way. Here is the necessity of continuous evaluation at the primary stage.

Emerging factors of CCE at the primary stage :

Continuous and comprehensive evaluation at the primary stage of education in West Bengal is the offspring of an eminent educationist Dr. Himangshu Bimal Mazumdar who pioneered the introduction of CCE at the primary stage in 1981. This evaluation is continuous because it aims at continuing an endless process of evaluation during regular process of learning in the form of instant Evaluation which is part-unit evaluation, unit evaluation which is taken at the finish of a learning unit. Besides, periodical evaluation which is taken three quarters in succession. The last and final evaluation at the primary stage is an ability-based comprehensive evaluation. There has been a provision of remedial cal intervention at the close of each periodical evaluation. Effective remedical intervention at the backdrop of each periodical evaluation engenders a gradual development in a child. So, evaluation is an integral part of the teaching and learning process. It is a systematic process of collecting, analyzing and interpreting evidences about students' achievement both in cognitive and non-cognitive areas of learning for the purpose of making a variety of decision. Evaluation, therefore, involve three components :

Gathering information processing information Decision making—

In the continuous and comprehensive evaluation, the term 'continuous' refers to regularity in assessment . Since the growth of the child is a continuous phenomenon, evaluation has to be completely integrated with the teaching and learning process and the progress of the students should be evaluated regularly.

The term 'comprehensive' refers to both the scholastic and non-scholastic areas of pupil growth. The function of the school is not only to build up the cognitive abilities of the child but also to develop his non-cognitive abilities. This obviously can be ensured when the evaluation is made comprehensive. Continuous and comprehensive evaluation at the primary stage therefore, means a regular assessment of all the aspects of pupil-learning in the school.

Focus on abilities of a child in CCE at the primary stage

CCE at the primary stage is our state in ability-centric. Acquisition of abilities in conformity with the stages of lower primary level (from class I-IV) is the main goal of quality education. The learning inputs and the teaching aids and other scientifically thought-out stratagems are nothing but the means of acquiring the desired abilities, 'Desired abilities' means the acquisition of skills of a learner in conformity with the age, level of education and other related factors. Barring this, the ability-centric evaluation also stress upon the change of behavior-al pattern of a learner, attitudinal changes and formation of values. In fine, desired abilities of a child is the attainment of that ability by means of which he can know, understand and perform the matter effectively that he could not beforehand.

Since 1999 to make the evaluation process more significant and meaningful, an external evaluation system at the conclusion of class II has been introduced under the supervision of WBCPE in compliance with the unanimous consensus of the West Bengal Govt. The objective of this evaluation is to plug the strength and weakness of a learner in languages and Arithmetic at the end of class II and arrange for remedical teaching. By this the learners can go ahead in the next higher class with the reformed abilities and on the other hand it acts as a catalyst to the future learners of class II, with this objective, a guide book, entitled 'Kazer pata' streamlining the desired abilities of a child to be formed has been distributed amongst the learners. Every year about 17-18 lakhs of students, sit for the external evaluation and a steady awakening of the parent, in rural Bengal has been built up. Apart from this External Evaluation at the end of class II, success exploring evaluation or 'Saffolla Nirnayak Mulyayan' has been introduced at the end of class IV since the current year. The objective of this evaluation is very significant since it aims at ensuring the status of a learner at the final stage of primary Education as well as affirming the efficacy of continuous comprehensive evaluation at the primary stage.

The objective of both the external evaluation and the success exploring evaluation is identical since both of them diagnostically aim at evaluating and testing a learner in attaining the expected abilities. The newly introduced Evaluation at the end of class IV has had a remarkable applanse from all sections of the society so to speak the student, the parent, and the teacher. The teaching community in the field of primary education have accepted this activity as a solemn pledge as well as an ideal instrument for bringing forth a qualitative improvement of a child in the primary stage.

CCE a powerful medium of ensuring quality education at the primary stage

All the functionaries involved in the implementation of the CCE at the primary stage, right from the manager to teacher will require capacity-building. The SCERTs along with DIETs and the Inspectorate in active liaison with the state primary Board and the respective DPSCs and SSA are expected to play a vital role in providing in-service orientation to the teachers and other functionaries in schools for adding a momentum to the CCE at the primary stage to arrive at the goal of Education—quality Education as envisage in the National Policy of Education, 1986 and constant nourishment and follow up action is necessary at this juncture to embrace our solemn plege-Education for all otherwise, everything will turn to a fiasco, conscious effort, need to be made to educate the parents regarding the merits of the comprehensive and continuous school-based evaluation carried out by the teachers. It is to be brought home that the teacher knows his students best and it is his perogative to evaluate them. This will ensure an effective value-judgement on the scholastic and non-scholastic aspects of a learner, which is the very basis of this powerful medium to ensure quality Education at the primary stage in our state.

Value Oriented Education

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The erosion of Values has become a grave concern all over the world. Modern society is passing through a phase of serious value crises. Erosion of values reaches the 'family' from the society and ultimately percolates down the child in the family.

Erosion of values is reflected in the emotional disturbances, drug abuse, anti social behavior and activities among the students, in shocking scams and corruptions in different walks of life, inhuman criminal violence in society. Money and muscle power determine human behavior.

Unequal distribution of wealth, unhealthy competition, inequalities in different dimensions, consumerism, over-aspiration and frustration, individual greed and selfishness, breaking of joint family system and self-centred life style of nuecleus family. evil impact of electronic and entertainment media are some of the factors for erosion values and morality. Evil impact of electronic and entertainment of values and morality.

Almost all the committees and commissions have expressed their concern about the decline in the standards of social, moral life of our people and emphasised the role of education in fostering sense of values. Education has important function in the development of social, rural, spiritual and aesthetic values among future citizen and teachers have a significant role to play in the implementation of the objective.

Value : what is it ? The word'value' comes from the Later word 'value' which means 'to be strong' or 'to be worth'. The term value requires different meanings when it is applied to different fields of study. Milton Rokeach defines 'value' as follows:

"A value is an enduring belief that a specific mode of conduct or end state of existence is personally or socially Preferable to an opposite or converse mode of conduct or end state of existence. A value system is an enduring organisation of beliefs concerning preferable modes of conduct along with a continuum of relative importance."

The term 'value' may mean different things to different people but the concept of values is crucial to greatness or otherwise of all human action and behavior. Value is what an individual desires. Likes or prefers Values may be mundane, petty desires to lofty ideals. These may be material things like jobs, promotions, money and power or intaugible things like happiness, bless, peace, social justice, secularism.

The concept of value differs from society to society. What is regarded by one social group as good may be bad in the eyes of others. They also vary from age to age . People grow and learn, they gather experiences. Out of experiences come some general guides to behaviors. These guides tend to give direction to like and may be called values. As guides to behavior, values evolve and nature.

A 'value' should not be confused with 'norm' A norm denotes a manifest visible, standard type or pattern of behaviour by human beings, while a value signifies the underlying psychological support for a certain type of manifest behaviour pattern. The sense of punctuality is a value, while attending office work daily between 10.00 a.m. to 5.30 p.m. is a norm.

Values can be classified from different angels in different categories. They may be intriusic or instrumental. Values like truth fulness, happiness, spirituality and knowledge are entriusic while desire for money and power is instrumental value. Again, moral values deal with the perceptions of right and wrong while aesthetic value reflects beauty or ugliness. Values may be positive or negative depending on the ones a person wants or likes to avoid. Higher value, are intellectual aesthetic, moral and spiritual in character while lower values are for material or physical gains.

According to some, values are subjective and relative to situation, place and time and their interpretations need to be changed or modified with variations in the socio-economic environment. There are however, certain basic values which reflect morality and are eternal. Truth, goodness, beauty are eternal values, not created by man and are independent of his desires. Values can also be classified as theoretical, economic, aesthetic, social, political and religions.

Theoretical Value means having dominant interest in the discovery of truth and is empirical, critical, rational and intellectual in approach.

Economic value means that an object has a money price. Economic values—instrumental rather than intrinsic ,are values of commodities in exchanges and arise out of production and use of material goods.

Aesthetic value refers to experience that a person has when he perceives an object as beautiful or conversely ugly.

One gets social values from friendship, love, family and participation in good activities.

Political values represents interest in political matters and of having alliance with a particular political party.

If a person considers an object devine, it is said to have a religions value and its experience may be called spiritual or devine.

In the ultimate analysis values to be cherished, nourished and promoted must be those which are a source of greatest good to the great number of people.

Value and Education:

Thus, Values refer to objects that we human beings cherish, and desire and consider desirable. Education is a process of bringing out desirable change, of behaviour in the learner in the way he thinks, feels and acts in accordance with our concept of good life. The various goals aim of education are nothing but the educational expressions of our concept of good life. Curriculum i.e planned and orgainsed collection of desirable experience–knowledge skills and attitudes–is designed to realise the goals or aims. Thus education in its aims, curriculum and methods, is inseparably bound up with values. In fact society seeks to preserve and promote its values through education.

Need for Value Education :

All good education is in essence, a process of developing the personality in all its dimension–intellectual, physical, social , moral and spiritual. But for a variety of reasons the effective discussion of personality has been seriously neglected in our education. Education has become a process of information transmission with passing examination. Thus development of personality has been undermined. Knowledge without values becomes dangerous for society.

Our social and political life is at stake in the erosion of long accepted values. The national goals of secularism, socialism, democracy and professional ethics are coming under increasing strain. Forces of social and national disintegration have become active putting democracy to its severest test. Crime, violence and indifference to human suffering have spread to all works of life. Narrow casteist, communalistic linguistic and regionalistic out looks are dividing in our people and coming in the way of our developing a unifying national and international out look are dividing in our people and coming in the way of our developing a unifying national and international out look.. The population explosion and increasing population of physical have seriously affected the quality of life. The very existence of the earth is threatened with global nuclear holo caust. In such a situation, a drastic change in the key out look of man, in his own, life values and his environment is necessary.

Scope of value education :

Value education is not a separate subject to be included in the curriculum. We have to integrate or imbibe values having worth, merit and utility in social context, in curricular subjects, co-curricular activities, instructional strategics so that proper values, attitudes, feelings and behaviours may be developed among the students.

a) The students should be made aware of the right values, to feel the proper emotions and internalize values in thought and deed.

b) Certain values have to be developed as habits in the child e.g. cleanliness, punctuality and truthfulness. Value education should be related to child psychological readiness and experiences.

c) Activities and approach are different for different stages according to the age and grade level of the children.

The objectives of value education in schools may be stated as.

a) Developing the appropriate sensibilities–moral, aesthetic, cultural, spiritual–in children.

b) enabling the students to understand and appreciate the values of democracy, secularism, socialism, equality and scientific temper.

c) developing the basic human values and a spirit of sharing with and caring for others in children.

d) enabling the students to develop a concern for, and commitment to them.

e) Providing opportunities for students to practise and live by these values.

What values should Education Foster :

The value education should be related to specific social and cultural context, and with reference to some universal and eternal standards, applicable to all mankind. Values to be included among children can represent national goals, ethical considerations and concepts of character building in different schools of thought and include values universally perceived as desirable such as friendliness, cooperation, compassion, self discipline, courage, love for social justice etc. positive values like honesty, truthfulness, dependability, courtesy, fearlessness and compassion will help us to

behave congenially with others and inspire us to make sacrifics for the good of others (greater good) and for cause.

The idea of what values should be fostered through education has been best expressed in the concept of the common core in the NPE. The common core emphasises ustilling a nationally shared perception and values and creation of an ethos and value system in which a common Indian identity may be strengthened. The common core will include the history of Indian's freedom movement, the constitutional obligations and other content essential to nurture national identity. The core elements will cut across subject areas and will be disigned to promote such values as

— Our common cultural heritage.

— Egalitarianism, Democracy and Socialism

— Equality of sexes.

— Protection of the environment

— Removal of social barriers

— Observance of the small family norm.

— Scientific temper.

A part from these, values of secularism, international co-operation and peaceful co-existence, pursuit of excellence, equality and national integration are to be developed.

Process of value education :

There is no magic formula, teachnique or strategy for the inculeation of values. The process of value education is an extremely complicated process, influenced by a variety of herditary and environmental factors. Let us note a few general truths about it.

a) Value education involves developing a sensitivity to values, ability to choose the right ones, internalizing them, releasing them in one's life and living in accordance with them. Thus it is not a time-bound affair, but a life-long quest.

b) Development of values is influenced by a complex network of environmental factors–home, peergroup, community, the media and society at large. In periods of crisis education has to assume a more creative role and work towards setting things right. The extent to which schools function as training grounds for values depends on their physical conditions and the professional idealism of teachers amongst other things.

c) Value education is complex in another sense. It calls into play all human faculties–knowing, feeling and doing. The child should be enable to know the right and good, feel the appropriate emotions and practise to do the right thing. Thus value education covers all three domains of learning–the cognitive, affective and psychomoter.

d) Children acquire values following developmental sequence in three stage—i) pre-moral stage, when a child acts with a view to avoid punishment and obtain reward ii) the stage of conventional rule conformity , when child behaviour is determined in terms of avoidance of disapproval/dislike of others; and the stage of moral autonomy when he is guided in his behaviour by his conscience and the principle of respect for rights of others. The strategies and approaches to value education should match the developmental stage of the individual.

Sources of value Education :

There are several sources, which should be used judiciously.

Curriculum : Curricular subjects have inherent values. Hidden in structure and methodology of every discipline is a set of values, attitudes and dispositions which are characterlism of it. Science for example, is embedded with such values as spirit of enquiry, logical reasoning, commitment to truth, learning by doing, environmental awareness etc. and mathematics with such qualities as logical thinking, precision etc. leterature & language have aesthetic value which refines taste. Social sciences contains almost all the cherished social values. The correct teaching of subject not only transmit information but also induccs in the learner the qualities of mind and heart involved in that subject.

Co-curricular activities : These are another source for the development of values in children. Student self government in schools, the various clubs and associations, N.C.C., N.S.S, Boy scouts, Girl Guides, Redcross, excursion field visits, sports and games, cultural functions provide opportunities for boys and girls to come together in the pursuit of common goals and ideals. These activities develop in them the values of democratic living, responsibility, co-operation, tolerance, secularism, creativity etc.

The school : The very atmosphere of school often radiates values. The conducive atmosphere built up over a period of time may include values in the students. Where the high ideals guide the working of the school, where teachers work with ulmost sincerity and dedication, where there is mutual respect affection and love among all concerned-students, teachers, parents and the community, it becomes a very conducive atmosphere for value development.

Approaches to Value Education :

Value education can be provided directly, indirectly or incidentally. Direct value education refers to deliberate systematic instruction in values provided in periods in the School time table. Values to be inculcated are explained, discussed and illustrated through stories and fables, ancedotes, moral dilemas and real life events in this approach. Indirectly value education can be imparted through regular subjects of the school curriculum and co-curricular activities. Value education is incidental wherever it is resorted, in relation to specific event or situation that actually occurs in the school, for example, an act of courage and bravery, an act of indiscipline and moral failure (e.g. theft, dishonesty.)

Each approach has its strengths and weakness. They must be used judiciously in accordance with the maturity level of the learners. A variety of activities and strategies have to be employed by the teacher. These include.

— teaching, instruction, explanation, discussion (to foster the cognitive understanding of moral, aesthetic and cultural phenomena).

— training of proper habits.

— exposure to work of out, beauty in nature, actions of moral worth (to kindle value sensibilities).

— providing situations and opportunities to practise the values (to enable internalisation of values).

The cumulative effect of these different kinds of experiences both in and out of school will lead to enter nalisation of the values in their thought and deed.

Teacher's Role :

As value educators, teachers have an importance role. Value inculcation goes on constantly in the school (and outside) through its various activities instruction, relationship with pupils, co-curricular activities. Values are also transmitted through the general tone of the school and the so called hidden curriculum. Maintaining the highest moral standards and professional ethics the teachers helps to create conducive climate for development of high values and ideals among learners.

The teachers may remember the following principles regarding their role as value educator.

a) Help to create an atmosphere of love, Trust and security in the school.

b) Understand the child and its developmental features and adopt their methods to them.

c) Relate value education to concrete situations.

d) Organise value education indirectly through a variety of co-curricular activities . Let children learn through living, sharing with and caring for others.

e) Use deliberate direct value education cautiously as didactic approaches have their own limitations.

f) Should do not forget that whatever subject they teach, they function as value educator tools. Let the students understand the subject in its totality – information content, logical structure, method and the qualities of mind and disposition it is associated with.

g) They should remember that they influence the learners with their total personality which is to be developed.

h) They have to be honest in their dealings with the learners. 'Example is better than precept.' If the teacher loves the subject the students are likely to love it. If the teacher is concerned about environment, the students are likely to be concerned too. If the teacher is punctual, kind, responsible the students are likely to emulate them too.

1) Remember that mere emulation is not education to want children eventually not to do things in blind faith, custom or tradition, but after rational deliberation and thought. This is the essence of value education.

Role of Inspectors in Para-academic Activities

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1.1 Para-academic Activities—Inspecting Officers attached to School Education Inspectorate, apart from thse academic activities which are the main functions by virtue of their appointment, are to perform so many activities which are not academic in nature. Those activities are called para-academic in the sense that they are related to and dependent on some academic theme. The para academic activities which an Inspector performs are, among others.

- function as the administrator of a secondary school/Madrasah;
- function as the DDO of a secondary school/Madrashah;
- function as Govt. nominee in the M.C. of secondary school/Madrasah;
- Distribution of Nationalized Text Book;
- Holding Enquiry;
- Involvement in different Govt. and semi-Govt. School and Programmes;

1.2 Role of an inspector in para-academic activities-An Inspector has to play a vital role in the para-academic activities as a part of his official assignment, and he/she, by virtue of such official assignment, is responsible for successful completion of those activities leaving accountability for any failure or lapses on his part.

1.3 Role of an Inspector involved in different Para-academic Activities :

1.3.1 As the Administrator of a secondary school/Madrashah-

(a) Statutory Provision—To fill up the administrative vacuum prevailing in a secondary school/Madrashah, the west Bengal Board of Secondary Education or the West Bengal Board of Madrashah Education may appoint an Inspecting officer to act as the Administrator of the institution on stopgap measure.

(b) Powers and Functions—as such appointment is made as per provisions of the management rules framed by the state Govt. On this behalf the powers and functions of the administrator are statutory in nature. An Administrator will–

- enjoy the full power of the M.C. of the school, and as such he is in general, responsible for running the school;
- draw money from the school fund and disburse the same properly;
- ensure that academic activities in the school go on smoothly and satisfactorily;
- have the duty, as the managerial head of the institution, to handle different types of problems arising in the school management;
- reconstitute in M.C. within the tenure of his/her appointment by overcoming any type of opposition which may come from any corner save and except and legal bar.

(c) Special case to be taken by the Administrator—In discharging his/her statutory duties, the Administrator will take special case.

- to acquaint himself/herself with the relevant Acts, Rules and orders issued by the State Govt. or the Board;
- to refrain from passing any order or taking any action which may contravene the extant statutes, rules and/ or orders;
- to observe financial rules strictly in transaction of school fund
- to avoid diversion of fun without permission from the competent authority;
- to take appropriate action to get the pending court cases disposed of as early as possible.

1.3.1 As the DDO of a secondary School/Madrashah—

(a) Statutory Provision—There may arise a situation in an institution in which payment of grant-in-aid through the fund of the institution may be expedient. In such situation the DI/S (SE), being so authorized by the provision of the relevant rules, may appoint an Inspecting officer as the DDO to draw and disburse grant-in-aid towards payment of salary to the teachers, and nonteaching staff.

(b) Role of DDO-He/She has the statutory role of financial transaction of the fund of the institution in respect of grant-in-aid sanctioned to meet the-expenditure for salary of staff.

(c) Special care to be taken by the DDO—In discharging his/her duties, the DDO take special case that

- he/she has not exceeded the term of his/her appointment,
- Payment of salary in made only to the approved staff;
- P.F. money is deposited to the Bank through treasury challan regularly, and P.F. ledger is maintained regularly;
- no fund has been diverted in any circumstance.

3.3 As the Govt. Nominee in the M.C. of recognized Non-Govt. aided and un aided secondary school/Madrasha:

(a) As per management rules of the afore said type of Institutions, an Impacting officer may be appointed Govt. nomine in M.C. of such Institution.

(b) In discharging his/her duties for such assignment, the Govt. Nominee has to play the following role-

- to attend the meeting of the M.C.;
- to see that the M.C. Function properly and law fully;
- to cast his/her vote, in case of any division in a meeting against any unlawful proposal and/or which, in-his opinion, is unwise and contrary to the academic interest of the institution; and to record not of dissent to any unlawful/unwise resolution.
- to bring it to the notice of the DI/S (SE)/ADI/S (SE) if he/she finds any gross irregularity on the past of the M.C.

1.3.4 In Distribution of Nationalized Text Book—In the present system, the total process of distribution is executed by the Inspecting officers at different levels :

(a) The DI/S (PE) is to act as the nodal officer for distribution of books through out the district. In discharging his duties, the DI/S (P.E.)

- Computes the anticipated requirement of books for rest academic year and send the requisition to the school Education Directorate well in ahead;
- remains in-charge of the district godown whose from books are delivered to the block godown as per requirement of that particular block;
- makes transport arrangement for such delivery.

(b) One Sub-Inspector of schools of circle under a block acts as the nodal officer for distribution work in that block. In discharging his/her duties in such distribution work, the sub-Inspector of schools.

- computes anticipated requirement for the next academic year for the block after collecting data from the individual schools through the local panchayat;
- remains in-charge of block godown of books;
- makes arrangement for delivery of books from block godown to the office of the local panchayat where from books are distributed to the students under supervision of the teachers of the respective schools;
- is to ensure that books are distributed to the students on the date generally fixed by the state Govt. to be observed as 'Book Day';
- is to take special care that books are not unnecessarily stored in excess at any point—block godown, panchayat office or school.

1.3.5. Enquiry-Inspecting officers, are entrusted to hold enquiry on various matters as and when required. As the enquiring officer, an Inspecting officer has to play very significant role in finaling out the facts which he is assigned for. In causing an enquiry the enquiring officer.

- before proceeding for the enquiry, should be clear about the purpose of the enquiry;
- will study the facts of the care from the available papers and have a clear picture about the problem/ situation to be enquired;
- will see that the report of the enquiry is pin pointed to the objects of the enquiry by avoiding unnessarily lengthy and clumsy report;
- will see that the finding of the enquiry are reasonable and supported by evidence/records;
- will act as an impartial person and also throw himself/herself as on impartial person;
- will ensure equitable opportunity to all for being heard with proper attention and patience

1.3.6. As the Nodal Officer is different Activities under Govt. and Semi-Govt. Schemes/Programmes—The Impacting Officers are to involve themselves in various para-academic activities under those schemes/programmes. Some of such activities are—

(a) DISE-(i) It aims at developing a data base required for planning the programmes of DPEP/S.S.A data from all individual schools in the district are collected and compiled each year. At the district level, it is mainly organized by the District Project officer, and, at the block level, by the Sub-Inspector of schools under the block.

(b) Training—For appraisal of, The schemes and orientation of The Partiapants, and, at the same time, imparting practical lesson about the aim and activities of any scheme/programmes among the teachers, different training/orientation camps and workshops are periodically arranged.

In such training programmes, inspectors generally.

- Organize such programme at the district and block level; and
- Participate as the Resource persons in training/orientation and workshops for teachers.

(c) Universal Enrolment campaign—The main activities under the programme are

- door to door survey for identifying unschooled children under the particular age group;
- developing awareness of people by wide campaign and canvassing;
- Persuasion of the gurdians of the unschooled children;
- community participation.

1.3.7. Routine Official works—The major part of day to day official functions of inspectors posted at different levels relates to para-academic matters.

(a) District Inspectors of schools (Pry. & Sec. Education)—As the head of office, they are responsible for maintaining the establishments of their own offices. They are responsible for

- acting as DDO of their own establishments;
- pay fixation, sanction of leave maintenance of service records and allied matters relating to staff;
- sanction of pension and other terminal benefits to the retired staff;
- maintenance of GPF accounts of the group D staff
- sanction for drawal of advance from GPF accounts of all staff;
- dealing with court case matters;
- so many other activities not mentioned.

(b) other activities specific to district inspector of schools (pry or sec. Education)—A part from the common activities which the DI/S (Pry. or Sec. Edu.) have to perform for maintenance of their own establishments, this assignment relating to others matters differ to some extent :

(i) District Inspector of schools (SE)—As the head of office, he/she is responsible for

- acting as the DDO of the in dividual schools for drawing and disbursing grant-in-aid;
- releasing grant-in-aid the Subdivision officer;
- according approval of appointment and pay fixation and disposing other matters relating to service of teachers and nonteaching staff of schools;
- sending statement of vacancies of teaching posts lying in different schools to the S.S.C.;
- issuing prior permission for filling up vacancies of teaching and nonteaching posts in schools;
- according approval to the panel for appointment of nonteaching staff in schools;
- other works not mentioned.

(ii) District Inspector of schools (Pry. Edu.) (a) As the ex-officio member secretary of the primary school council, he/she is to act as the DDO of the council. In a discharging his/her duties as the DDO of the council he/she is responsible for drawing money from the District Primary Education Fund to meet the expenditure towards

- salary of teachers and staff of council;
- all other recurring and non-recurring expenses.

(b) As the ex-officio member secretary of the council he/she is to act as the principal Administrative officer of the council. As such, all files are processed through him/her A major part of the matters he/she is to deal with in such capacity are para-academic in nature. Those are

- Panels for appointment of teachers and staff of council;
- Service matters of teachers and staff of council;
- maintenance of P.F. accounts of teachers and staff of council, and drawal of money from those accounts by way of advance and final payment;
- Implementation of resolutions of the general body of the council and those of diffierent statutory committees other than the Academic Committee;
- maintenance of day-to-day office administration;
- other functions not mentioned above.

(iii) Sub-Inspector of schools posted at circle office-as in-charge of the circle office he/she is to

- draw and disburse monthly salary to the staff of his/her office;
- prepare monthly salary bills of teachers and submit them to the council;
- maintain service books of teachers and sanction casual leave of them;
- initiate pension cases of retired teachers and submit them to the council/pension sanctioning Authority;
- refer to the DI/S (PE) all matters relating to the staff of his office, which are to be decided by higher authority;

(iv) Additional District inspector of schools (SE) Posted at Sub-Divisional office—As the head of the office, he/she is responsible for.

- drawing and disbursing grant-in-aid in respect of in divident (Schools)
- according approval of appointment and pay fixation and disposing all other matters of teachers and nonteaching staff of schools;
- sending statement of vacancies of teaching posts lying in different schools, to the S.S.C.;
- according prior permission for filling up vacancies of teaching and nonteaching posts in schools;
- Initiating pension cases of teachers and nonteaching staff of schools and sending them to the DI/S (SE);
- other works not mentioned.

(v) Inspecting officers posted at the offices of the DI/S (Pry. and Sec. Edu.) and ADI/S (SE) at sub-Divisional offices—As the dealing officer at those offices, they are to involve themselves in all the para-academic activities which this heads of office are assigned to, and in discharging their duties as dealing officers, they are to spend major position of working time in such para-academic activities apart from other specific assignment made by the higher authority or by provision of any rule.

1.4. Reciprocity between Academic Activities and para-academic Activities;

1.4.1. No antagonistic resolution between the two, rather a complementary relation exists between them, as if two sides of a coin make a complete coin, so to say, in the education system as a whole both have effective roles to pay. As such necessity of para-academic activities in the education system as a whole and particularly in the educational schemes/programmes is not questioned; rather, the question is how those are to be done and the quantum of such work to be assigned to an inspector maintaining a balance between the two.

1.4.2. Lack of Equitable weightage is allotment of Academic Activities and Para-academic Activities—New schemes/ Programmes are being adopted for overall development of the existing education system. In planning those schemes/programmes many activities of para-academic nature are being contemplated. As highest priority is being given on those schemes/programmes, more and more weightage on para-academic activities is being necessiated, and on account of circumstantial compulsion, on inspecting officer is being compelled.

- to utilize maximum time for para-academic matters; and
- to give more importance to them disproportionate to the academic activities.

1.4.3. Cause of Inequity-Inequity is allotment of academic activities and para-academic activities lies mainly on the lack of proper planning of the educational schemes/programmes. In such planning.

- the matter of identifying the agencies through which the para-academic activities are to be achieved have not been properly contemplated;
- the implementors, having no other suitable machinery available to them, choose the inspectors for such works; and
- the Inspectors, on the other hand, being the vital part of the model agency and having obligation to the orders of the higher authority (implementors) take those para-academic activities on priority basis at the cost of the academic aspect of this assignment;
- this is the dilemma to be resolved.

1.4.4. Resolution—The well spoken resolution of the problem is that a major part of of the para-academic activities presently being performed by the inspectors should be assigned to some other agencies after imparting specialized compliancy for such work. But it mainly depend on the planners and the implementors. So

- the problem may be brought to the notice of the appropriate authority in a befitting manner;
- until redressal of the problem, the inspectors have to perform them by the best uses of their professional skill and optimum utilization of the resources available to them;
- not even denying the reality he is standing on, an inspector will keep in his mind that he is primarily an academic person by virtue of his job, and, it is his devote duty to engage himself/her self in academic activities in the academic interest of the taught.

Role of Inspectors on Education for all with special focus to disadvantaged group

Chinmoyee Pattanayek
Deputy Director of School Education West Bengal

According to conference of U N E S C O held in Jeneva in 9th July, 1956 - "Inspection should be consiered as a service to the interpret to teachers and the public, the education policies of the authorities and modern educational idea and methods to interpret to the competent authorities the experiences, needs and aspirations to teacher and local communities." It is also clear to us from the report of the secondary education commission -"It is occasionally happened that the inspector instead of being the friend, philosopher and guide of the school behaved such a critical and unsympthetic way that his visit was looked upon with some degree of apprehensions if not of resentment." Inspector of schools plays a dominating role on elementory education and secondary education including the Madrasah education of this state. As a whole they are the key persons for executing education policies of the government.

Education has continued to evolve, diversity and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. In this context it is required to highlight the matter regarding education for all with special focus to disadvantaged group. It is admitted in the Indian constitution that the state will provide free and compulsory elementary education for children. The govt. of West Bengal introduced free education to children upto H.S. level. We may call up the valuable comment of swami Vivekananda that, "A nation is advanced in proportion as education and intelligence spread among the masses." Inspite of imimplementation of govt programmes for achieving the target, a good number of non going children to school and drop out student are found in the society. Particularly this type of trend is found in the weaker section of the society. The section includes (i) Scheduled caste, (ii) Schedule tribes including nomadic tribes and notified tribes (iii) Minorities (iv) The handicapped (v) Others living below poverty line. Providing educational opportunities to the Children of those sections possess many problems.

(i) Problems of scheduled caste community are being solved after taking some efforts i.e. improvement of financial conditions and giving them a place of equity in the socialy. The evil of untouchability has been considerably controlled. Their children are so longer discriminated against, as it used to be, in providing schooling facilities. Education of girls in these caste possess still greater difficulty.

(ii) The problem of S.T. communities : The S.T. communities line in small habitations away from each other and other section of the society. They have strong traditional culture and the education of their children in the general schools do not easily fit inbecause of their cultural differences. Most of the tribes have their own dialects. So education of the tribal people is thus a complex problems and has to be dealt with from many angles at the same time. Now school in tribal area are being set up by the govt. to spread education to the children.

(iii) Minorities: Some minority groups are educationally deprived or backword. greater education must be paid to the education of those groups in the interests of equality and social Justice. All possible measures should be taken to promote an integration based on appreciation of common national goals and ideas.

(iv) The handicapped: The object should be to intergate the physically and mentally handicapped with the general community as equal partners. To prepare them and enable them to face the life with courage and confidence. Adequate arrangent should be made to give vocational training to the disabled.

(v) Other children belonging to weaker section of the society with special importance to girls education have faced different problems in realising the target of education for all. Particularly a good number of people are living below poverty line and the children can not take education due to poverty and ignorance. Most of the drop out students or non-attending children in schools are compelled to work as child labour.

Besides that girls as a single group. Constitute roughly half of the child population to be covered under educational programmes. A large number of girls do not attend school for various reasons and this causes a great set back in achieving the target of universalisation of elementary education. Reasons are traditional prejudice, absence of seperate school, household works, poverty, child marriage etc.

With the help of various programmes of the govt. the economic condition of the S.C. and S.T. communities, minorities and other weaker sections have been gradually increasing.

The midday meal programme in primary schools has launched. The national programme of S.S.A. has been launched

in all the districts of the state to achieve the target education to all.In the modern world it would naturally include the liability to read and write, since that is the main instrument of learning. Hence it is the crucial importance of adult education inculding adult literacy. A vast programme of adult and continuing education have implemented through various ways and channels by the govt. through which the people of the disadvantaged group have acquainted with the importance of education of their children.

As the inspectors of the schools are considered as the friend, philosopher and guide to the schools they must encourage the management and teaching staff to spread education among the disadvantaged group. The teachers have a major role to play in explaining to perents and community members the scheme of incentives. It is the teacher who along comes in the contact with the parents to discuss the needs of pupils and contribution of education to their present and future life. The teacher's role is that of a missionary, an agent of change and a facilatator. No one can be as convincing to a parent as a teacher. And the inspectors of schools plays a role like a bridge between the teachers and education policy of the govt. The inspectors during their inspection should encourage the interested teachers to contribute their service in addition to their normal duties to spread education among the disadvrantaged group. Apart from that the inspectors are usually engaged in different committees of the panchayet and they have the golden opportunities to take measures for the benifit of children to weaker section of the people by adopting different policies of elementary education.

So the role of Inspector is dominating one as all education progrmmes in cluding compulsory education specially to disadvantaged group are singled around them.

Multiple Class teaching Strategies

Dipankar Goswami
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According to Oxford advanced Learner's Dictionary the word 'Multiple' means 'involving many different people or things'. 'Strategy' means 'process of planning or a plan that is intended to achieve a particular purpose'. On the other hand 'class' is a group of students who are taught together and 'teaching' is the work of a teacher. Therefore, 'Multiple class teaching strategies' may be defined as —different methods or plan of a teacher involved in his/her work in class-room situation to teach the students to achieve the objectivity of a lesson. Why we are interested in it? Because, many people as well as many things are involved in it. It is the 'Education' which is a primary need of every individual member of a society and which is dealt with living pulses of it. Thus the back-bone of the society is grown and as we sow so shall we reap in future. Our culture, our heritage, our development, our identity, our science and Technology etc. are then flourished and preserved. We know to live in an environment 'Where the mind is without fear and the head is held high; Where knowledge is free'

A class is a living tool of education. It is the miniature of the society. If we can teach a class properly we can generate a carry forward wave of progress. Objectivity oriented achievement thus can be propagated through the entire society. In turn we get total result. The whole society become rightly educated. We unhesitatingly can say that the prospect of 'Education for All' has been fully achieved. We are being duly educated people and our nation is accordingly being educated too.

Who can build this? Our great educationists have said that it is the teachers. Only they can do this. A real teacher obviously is the corner stone of the arch of education indeed. What he/she imparts today to a student the nation looks it in future. For this reason, a good teacher is called 'a teacher inborn'. Everybody believes that his/her method of teaching is an innate and inherent one and hence unparallel.

Therefore, the methodology or plan concerning the lessons to be teach or taught is very essential to focus here. For a little bit of gap in forming and preparing the pedagogy may cause an irreparable gap in learning of students. An unmindful or inadvertent over look of a teacher thereby may result a permanent knowledge gap in the students which, in lack of detection, may never be washed out with expected filling up. Educational psychology has a vital role here. A good teacher can play well with it. The heuristic and analytical approaches of teaching are always innovative style of quality teaching. Successful teachers maintain their lesson-plans with these approaches. The curriculum in that fashion gets a new dimension. It creates interest amongst the students to learn. They gradually fall in love with the subjects of the curriculum. They become well equiped with knowledge, understanding, applications and skills of the contents of the lessons. Ultimately which amounts to success of the objectivity of lessons. The goal of education is reached.

Teachers are expected to be self-potent and self-contented. It is the expectation of the society. It is the demand of the parents and guardians of the students too. It is the eternal rule and unwritten charter of the noble profession of teaching. That is why the parents as well as the society send their wards and future souls of citizen to them. If the desired dream is not satisfied, to whom they will offer their souls? The circles of hope and faith thus always encircle the periphery of teachers and pray to them for illuminating the light of education. We, the school Inspectors viz. S.I. of schools, A.I. of schools, A.D.I. of Schools, D.I. of schools etc. at the grass-roots level and even those who are in the Directorate level have a very contibutory function here. Our enriched wing of supervisors can guide the mainstream process to fulfil the resultant expected demand of the society. The routine inspection and supervision of class-room teaching by a good inspector always improves the environment of academic performance of a school. It induces an impact among the students, staff and teachers of the school to a great extent. It moreover, gives a message to the surrounding locality of the school. The insight that the inspector possesses reflects through his/her observations. The truth — 'Education for Education' is benefitted.

How an inspector irrespective of his/her status of rank will be defined as a good inspector? OR, how he/she will perform upto the mark? Yes, it may be debatable. Yes, nothing is the ultimate! However, after passing over a marathon hurdles race of argumentative discussions it is concluded by the majority of supervisors that teachers should have some essential teaching skills for successful and effective teaching of students in the class-room. According to some eminent educationists like Allen, Ryans, B.K. Passi and etc. 17 (Seventeen) such skills are identified as very

much essential to be observed by a supervisor during his/her inspection of a class teaching. These are:

1. Skill of creating set induction.
2. Stimulus variation skill.
3. Fluency of Questioning.
4. Skill of Re-inforcement.
5. Illustrating with Examples.
6. Skill of using Teaching-Aids.
7. Skill of pacing lesson.
8. Planned Repetition.
9. Completeness of Communication.
10. Closure.
11. Class Management.
12. Recognising Attending Behaviour of the pupils.
13. Silence and Non-verbal Cues.
14. Pupils participation in Teaching.
15. Use of Black Board.
16. Probing Question.
17. Explaining and lecturing.

With prior intimation and without prior intimation an inspector/or a team of inspectors will inspect the same School main taining areasonable period of gap. In each case of visit he/she/they will note his/her/their observations in similar prescribed format of standard quality viewing the above 17 point skills. For prior intimating inspection stage, the inspectors will also sit for discussion with the local education committee and the members of the school management committee after their observation of class teaching. This observation will then be verified by a further surprise visit of the school after spending a duration of reasonable time. The inspectors should specifically comment in this second inspection as to whether the teaching skills of teachers have been upgraded or sustained from the earlier occasion of observation.

An inspector will also have to know the modern methodology of teaching. He/She must be aware of the pedagogical concepts of heuristic and analytical approaches. Otherwise Supervising observation and inspection will tantamount to unfruitful result. The interactive involvement of teacher and students should have to be carefully observed by the inspectors in the class-room. Their initial silent observation in this regard will not make them passive in any way. Rather it will help an inspector to assess all the skill points before his/her active participation with the students and subjective teacher concerned. Though the inspectors are expected to be sat silently at the end of the class-room during visit and are desired to be interactive for few minutes before departing the class.

We have already understood earlier that education is a social process of passing on to the younger generation the knowledge, skills, attitudes and values which the society considers worth while for the development of the individual and the society.The aspirations of the society are expressed in the form of educational goals or aims and means which it employs to attain them is curriculum. Class teaching is a part and parcel of the said curriculum. It is actually the blood circulation in the curriculum based heart of the goals of education where the schools carry the bodies of the society; So, remedial measures might have to be identified by the inspectors to improve the weakness of class teaching of educational institutions. They are the ideal representatives of the society for the purpose. The parameters as they design to follow will then construct the configuration of educational objectivity.

Learner — Centred approach to curriculum and its transaction

Uday Chand Mukherjee

Asstt. Director of School Education, W.B.

The term "education" has been derived from the Latin Word, "educare" which aims at taking out the inner qualities dormant in man. The Sanskrit term 'विनय' enactly connotes this. A celebrated pedagogist, J.J. Finney has aptly remarked, "Education is a joyous adventure just because the teacher is ever a learner." Education is not a product but a process. It is wrong to say that I have become educated. The right thing is to say, 'I am being educated'. Curriculum is what is to be taught to the pupils. It is a vitally important factor in education. In the days of yore in the Tapovan system the subjects which were taught were various types of grammar, puranas, religious tenets, astrology and archery which were relevant to the ancient and antiquated society. Ethics was of primary concern. The System of education was that of taking by heart the curricula. Recitation was given primary to understanding and comprehension. 'आवृत्ति सर्व छात्रानां वोघादयि गरीयसी'। With the charge of social and economic order there has been a radical metarmorphosis in the curriculum and method of education. Science and technology have reached apex and naturally the curricula have undergone a sea-change.

The Education Commission in 1964-66 has observed, "The destiny of India is now being shaped in her classroom". In a world based on science and technology education determines level of prosperity, welfare and security of the people. The criterion of success in the great enterprise of national reconstruction is the quantitative and qualitative level of education. The Principal objective of education to day is to raise the standard of living of our people. We are not inclined to undermine the ethical standard of the pupils and the people, but we attach importance to the fact that in a modern society one of the main tasks of education is to keep pace with the advancement in knowledge. It is imperative on the part of the educands (learners) to be conversant with the new ways of teaching and learning. In almost all the sectors of education the role of the teacher is not confined to be a transmitter and communicator of knowledge but also to be facilitator of the teaching-learning process. Owing to the onset of Information and communication technology (ICT), new applications of technology and enhanced accessibility to it are the introduction of new possibilities of teaching and learning. It is gradually emerging as an integral part of the schooling process. It influences both the teaching and the learning styles. ICT results in transformation from teacher-oriented learning to that of exploratory self-learning.

However, the following steps may be taken to make the transaction method successful.

(i) Play way method is to be introduced and pursued.

(ii) Healthy and cardial relationship is to be maintained by the educators with the educands. This is a must. We must keep in view the cardinal principle that education is a bi-polar process.

(iii) To make the students active participants in the process of learning interesting catechism (Question - answer) method should be introduced.

(iv) Learning must proceed along the road of co-operation.

(v) To attract the students teachers should develop the habit of pleasant parlance.

(vi) Familiar Phrases, idioms and local languages should be resorted to in the teaching method.

(vii) The students should take the initiative in solving the problems placed before them.

(viii) Participatory approach should be adopted.

(ix) The students should be given plentiful examples.

All the steps will go a long way in making the transaction method between the teachers and the taught.

Elementary education is the prop on which the super structure of the entire educational system is built. The NCFSE-2005 attempts to enrich the curriculum at the elementary stage of school education by adopting modern approaches, reducing the burden of irrelevant and incomprehensible materials. Teachers working at this stage may be guided by new areas of NCFSE-2005 as well as by the pedagogical principles.

Learning must be activity-based participative and joyful.

Curriculum contentand transaction

Special attention should be paid to the students of the rural areas, girls, S.C. & S.T. students, working children, the deprived, handicapped children in the urban areas, migrating children in poor families and students belonging to the minority community. All the students must be brought to the mainstream of education. Curriculum load should be reduced. Appropriate learning experiences which are joyful in nature should be organised. The students should be given proper scope for environmental science. Efforts should be made for cultivating and imbibing desiralle ethical values. Provision should be made for the pupils for deriving experiences and developing socio-emotional and cultural aspects.

The Students should have realistic awareness and perspective of the phenomena occurring in the environment and this should be connected with social and scientific events. The students should be inspired for giving emphasis on observation, classification, comparison and drawing of inferences. This should be conducted inside and outside the classroom. The Art and of Healthy and productive Living should be cultivated. Teacher education programmes should give stress on the rousing of ĉuriosity in the minds of the learners. The pupils should be encouraged for developing imagination and a sense of wonder in addition to including feelings and attitudes for co-operative living and social services.

The new course of science and technology needs orientation of student teachers in order to befriend the subject. Formation of concepts and development of skills should be emphasised.

The content of education should be rooted in Indian thought and experiences. The learners should be encouraged to accept ideas from outside.

Education in human values as an integral part of curriculum for all subjects at all stages of school education should be imparted.

The student teachers should be empowered to inculcate values among the learners. The teachers must be inspired to adjust themselves to novel situations of life. Temperamental, adjustment is a must.

Instead of uniform pedagogical practices the teacher educators will be required evolve culture, specific, subject-oriented and paedocentric. Pedagogical analysis has to be augmented for development of awareness about the relationship between method and content to make student teachers capable of developing scientic method of teaching. Multiple innovative and interactive modes require to be adopted for transaction of foundation related papers. Group discussions have to be organised for solution of problems. Emphasis may be laid on development of materials, innovations diagnostic assessment should be made. There must be arrangements for guided field observation and skills of teaching. Events should be analysed and synthesised and researches must be undertaken. These are some of the vital modes of transaction.

In fine, it may be observed that in the prevalent education system the teachers generally take initiative and the learners are relegated to the back ground as secondary participants. The learners should come to the foiefront by taking a participatory role in solving any problem.

Section III: PLANNING, MANAGEMENT AND ADMINISTRATION

(i) The West Bengal Schools (Control & Expenditure) Act 2005 - M.M. Mohasin

(ii) Educational Planning & Managerial Excellence- B.K. Mukherjee

(iii) Anglo Indian & other listed Schools, its problems & Prospects - Santosh Chakraborty

(iv) Grant-in-Aid (historical sequence) - Dilip Kr. Sengupta

(v) Legal affairs relating to Court Cases, its processing and follow up

action - Md. Serajul Islam

(vi) Planning at Institutional Level: Process and Methodlogy-S.M.I.A. Zaidi

(vii) Methods of Resource Planning, Non monetary & Monetary

(viii) Process of Planning and Educational Budget - Sudarshan Das

The West Bengal Schools (Control of Expenditure) Act, 2005 and its Impact on the Educational Administration ------ A synopsis of the topic for Classroom interaction with participants.

Meer Md. Mohasin, WBSES
Jt. Director of School Edn., W. B.

The existence of any Act in its modern concept in the history of administration in relation to India was found to be with the Regulating Act 1773 that was passed by the British Parliament but for regulating its affairs on British East India Company relating to India and its subjects. And subsequently the Charter Act of 1813 paved the way to a far reaching consequence so far as the governance in education creating statutory provision is concerned.

Ever since the introduction of Grant-in- Aid system with the establishment of Directorate of Public instruction following Charles Wood's Dispatch in the year 1854, given the facts that the government had shown its wisdom for governance and participation in school Education during the reign of East India Company for the cause of education and it was found to be landmark in educational administration in this state. For implementation of this Grant- in -Aid policy and smooth sailing of its administrative organization, Government issued so many orders within these six decades since independence.

School Education Department had been spending money on the sanctioned schools and upgraded schools, approval of appointments, sanction of Posts of Teaching and non -teaching staff, scales of pay in relation to posts, qualification and subsequent improvement of qualifications, incremental benefits, provident fund and pensionary benefits to the staff of non- Government Aided Schools, only on executive orders issued from time to time. After Independence, in secondary education, the first Act was the West Bengal Board of Secondary education Act 1950 and thereafter for the second time it was the West Bengal Board of secondary education Act 1963. In primary education, the West Bengal Primary Education Act 1973, for Higher Secondary Education, the West Bengal council of Higher Secondary Act, 1975 and for Madrasah education the West Bengal Madrasah Education Act, 1994 came into effect but there had been no Act to regulate expenditure affairs relating to thousands of crors of expenditure made year after year under budgetary provision of the state.

It may humbly be submitted in this connection that if we look back in the history of administrative orders in school administration we will find in maximum number of cases that there had been no Legislation and statutory force (like Control of Expenditure Act) to put a safety valve to protect the state exchequer but hundreds of executive orders were issued from time to time since Independence and these orders started getting deposited in the form of pages of a hand book used at all levels, that is popularly known as Headmasters' Manual published by several publishers in the State of West Bengal. Very often executive orders have been challenged in the Court of Law since there was no statutory force behind the orders.

Experience of this phenomenon was not only a heavy load to the new comers as administrator or teaching or non teaching staff but it gave birth to several litigation as a consequential effect of being dragged, analyzed and challenged before the court of Law resulting huge unexpected expenditure from the State exchequer.

District Inspectorate for school Education is manned by supervisors with the designation as District Inspector of schools, Additional District Inspector of schools, Assistant Inspector of schools and Sub- inspector of Schools. These officers are responsible for inspection and supervision of Schools on academic and administrative matters at the District level but as of now, for huge number of court cases, there is very little time left to this small number of inspecting staff in secondary branch to devote for academic causes than pure administrative job for the schools. And as a consequence, the Directorate of School Education had to spare year after year its maximum working hands, time and energy on legal battle in the Court of Law to save the interest of the Government.

In order to get a solution within the Constitutional frame work and its present set up, the idea of this Act was considered to be an indispensable work. In this Act with its 22 sections, efforts have been made to the extent possible to plug those loopholes that cause the present scenario.

There is no room for complacent with this endeavour because a developed thing can be developed further by the future thinkers.

So, far reaching consequence of this Act can be imagined and impact of the Act in future administration can be best understood if we look into the causes leading to thousands of Court cases against this Directorate and the work load of its inspecting officers.

Only the assessment of need, prospect and utility of the Act can help better to understand this phenomena.

In this venture for a tract on the need, prospect and utility of the West Bengal Schools (Control of Expenditure) Act, 2005, for submission in the Classroom for training of inspecting staff of the School Education Directorate, it requires a critical examination and in-depth studies on the genesis of the Act. But before we go on saying about the Act let us first know what an Act or law is in its academic aspect for understanding the definition in this Classroom. In the shorter Oxford Dictionary on historical Principles, Third Education, prepared by William Little, H. W. Fowler and J Cousin the meaning of "Law" intér alia is the body of rules, whether formally enacted or customary, which a state or community recognizes as binding on its members or subjects. It is often defined according to the matter with it is concerned, as administrative, commercial, ecclesiastical, etc. Law is the frame work by which government achieve their purposes. To politicians and administrators, Law is a means to attain their economic, cultural, political and social policies. It defines the rights, duties, and liabilities. The ascertainment of which is the purpose of every judicial proceeding. Whatever a person's aversion to law, a modern state has to legislate in order to accomplish certain political objectives and certain particular public policies.

We need law to effect changes, we need law to interfere with the vested rights and interests. A well measured law is needed for good governance. No Government could function long without the power to make laws for the good order and governance of a particular jurisdiction in accordance with political exigencies.

However, such well measured laws will be of little effect if resisted, directly or indirectly by those for whom they are made. Passive obedience can not lead to good legislative maximum effect. It only serves as a catalyst.

Generally speaking laws are the normal means by which the Governments are able to govern. The amount of legislation that a government may generate to aid itself depends upon the variety and novelty if the business it has to accomplish.

The relationship of the administrative authorities and the people has become very complex in the developed society. In order to regulate the complex relations some law is necessary. This may bring about regularity, certainty and informity and may check misuse of power entrusted in the administration. The present law (Control of Expenditure) Act, 2005 deals with structure, power and functions of organ of administration, the method and procedures followed by them in exercising their powers and functions, the method by which they are controlled and the remedies which are available to a person against them when his rights are infringed by their operation.

Dear participants, now further if we look on the ground situation that remained that not only for spending of money but on execution process like formation of District level Inspection team for inspection of the schools sought recognition and upgradation and recruitment procedure for non-teaching staff were also issued in the form of executive order and direction without any statutory force. As a result, we were always challenged in the Court of Law for absence of any Statute. If we go on preparing a list of such thing it will be a very long list. Therefore the idea for such an Act (Control of Expenditure Act) was put in the form of a proposal (a draft on proposed Bill) from the Directorate and after going through a long process the Bill was passed in the West Bengal Legislative Assembly on 1st August 2005 and the Bill got Assent of His Excellency the Governor of West Bengal on 19th August 2005 and thus came into being as the West Bengal Schools (Control of Expenditure) Act, 2005.

Let us look forward hopefully as the West Bengal Schools (Control and Expenditure) Act, 2005 has been given effect from 27th December, 2005 for all these purposes on those areas where there had been need for such legislation. Henceforth, no school authority shall have authority to create any post of teaching and non-teaching staff, appoint or engage, regularize service of a person of any capacity, revise pay or allowances, grant any special pay or allowances or remuneration including ex-gratia without the prior permission of the Government. All schools except those who shall be exempted, shall have to appoint teaching and non-teaching staff as per The West Bengal School Service Commission Act, 1997 and rules framed there under. And any violation of rules and acts shall be punishable with imprisonment for a term not exceeding two years or with fine or both.

The west Bengal Schools (Control of Expenditure) Act, 2005 is very categorical that unaided schools shall not be entitled to financial assistance and that any appointment made on casual, part-time or contract basis, shall not be made permanent against any sanctioned post or by creating post for rendering such service.

The District Level Inspecting Team is henceforth a statutory team and its power and function shall be statutory as may be specified by Govt. by order.

The Set up of school, upgradation of school, selection of site, staff strength of these schools shall be determined by the Govt. under statutory force as may be prescribed in due time.

The sanction of additional post shall be, henceforth, in a prescribed manner.

For the first time you may see that your right to inspection of school is henceforth a statutory right and this gives a historical change regarding status and power of work of an inspecting staff. This Act also lays down weightage and some guiding principle as to the inspection report of the inspecting staff and the result of such inspection and orders thereupon by the Government to the school shall be binding under statutory force.

This is for the first time in the history of school administration that Government has been empowered for such action by legislation as detailed in section 11 and 12 of the Act.

The age of superannuation, Pay and scales of pay of teachers and non-teaching staff and power of the Government thereon has also been provided by this legislation under section 13 and 14 of the Act.

In order to make a very distinctive saying on the controversies regarding option on Provident Fund section 15 of the Act has given a direction. Further that violation of Section 4 or 5, shall be punishable with imprisonment and fine.

So, in these circumstances, the Act with its 22 sections is a historical event and a landmark in the history of School administration in the state and I am sure that with the successful implementation of the Act, our officers will get natural time to devote more to the cause of education.

Deep contemplation on the Act, gives a new dimension that it can make official business free from all its complexities and for emancipation from the grip of the litigants and save the public exchequer it is worthy enough. In-depth studies of this Act is further essential for information, understanding, application and generation of the skill among the administrators in the school education such as inspecting staff who are playing a pivotal role in school administration. I put it to the human laboratory (brain) of my officers' for close observation on its implemention process step by step for successful implement of the directions of the Act. Simultaneously I like to put a caution that you need not derive an inference on your own choice of facts and mode of thinking but keep in mind that always any hindrance or difficulty may be solved by interaction with your higher authorities in charge of legal interpretation or seeking a written direction. But never-never, never interpret any sub-section or section of this Act or any other Acts or rules on your own motion.

Educational Planning & Managerial excellence

B. K. Mukherjee, WBSES
Dy. Director of School Education
Govt. of West Bengal

Objective

Every employee working under the umbrella of Education Department has an important role in the field of Educational Development of the State. We must be conversant with the modern trend, and process of educational activities and development which are to be introduced in our State for our development. We have to think and work how we would be able to introduce the modern method in our State.

- Process of drawal of Pay Bill and Grants-in-aid etc. - relation with the Treasury - Education of concept of conventional practice of collection, compilation and transmission of Education and other Statisical Data which are essential for Education Development.
- Maintenance of different data and its updating
- Maintenance of proper records of Expenditure, Preparation of Annual budget-relation with the Education Deptt., Finance Deptt.
- Collection of T.V. No. - transmission of 'B' Statement and its utility – relation with the Accountant General of the State
- Head of Account - its use and effect of misuse of administration
- Audit of office accounts - its impact on Budget and Development.Process of reply of audit queries
- Time schedule of transmission of information in respect of Education Statistics - Budget etc.

Themes

- Concept of planning - its indicators - Process. Maintenance of Education Statistics
- Preparation of Budget Estimate & correct use of head of Accounts.
- Submission of 'B' - Statement of Expenditure
- Audit quarry & replies

Educational Planning

Concept

Planning pertains to the unknown and uncertain future. Planning refers to the process which is used as an instrument for the realisation of the desired goals and objectives during the specified period of time through the implementation of consciously designed strategy that comprises of Programmes and projects and policy designs.

Why planning for Education is necessary ?

Planning for economic development has made tremendous demands on education, necessitating education to develop ahead of the economy.

Because the economic development leads to :-

1. An increase in the requirements of some of the skills arid knowledge already used in production.
2. Generation of demand for new schemes, new knowledge and new factors
3. Rise in the range and scope of specialization in the existing occupation and emergence of new occupations.
4. Moreover, planning through educational programmes and activities can bring about an environmental change and transform the society and the nation as a whole through generation of social awareness, understanding of, the problems and needs in right prepective and creation of suffcient mobility so as to break through the traditional barriers, social taboos and stigmas, conservation and fatalistic notions

Those make planning for educational development and it is essential for its considerable improvement.

Education - Economy Inter-relation

Economy Development Universalasation of Elementary Education

↘ ↙

Demand for High Schools

↓

Demand for Higher & Professional Education
(More Colleges & Universities)

↓

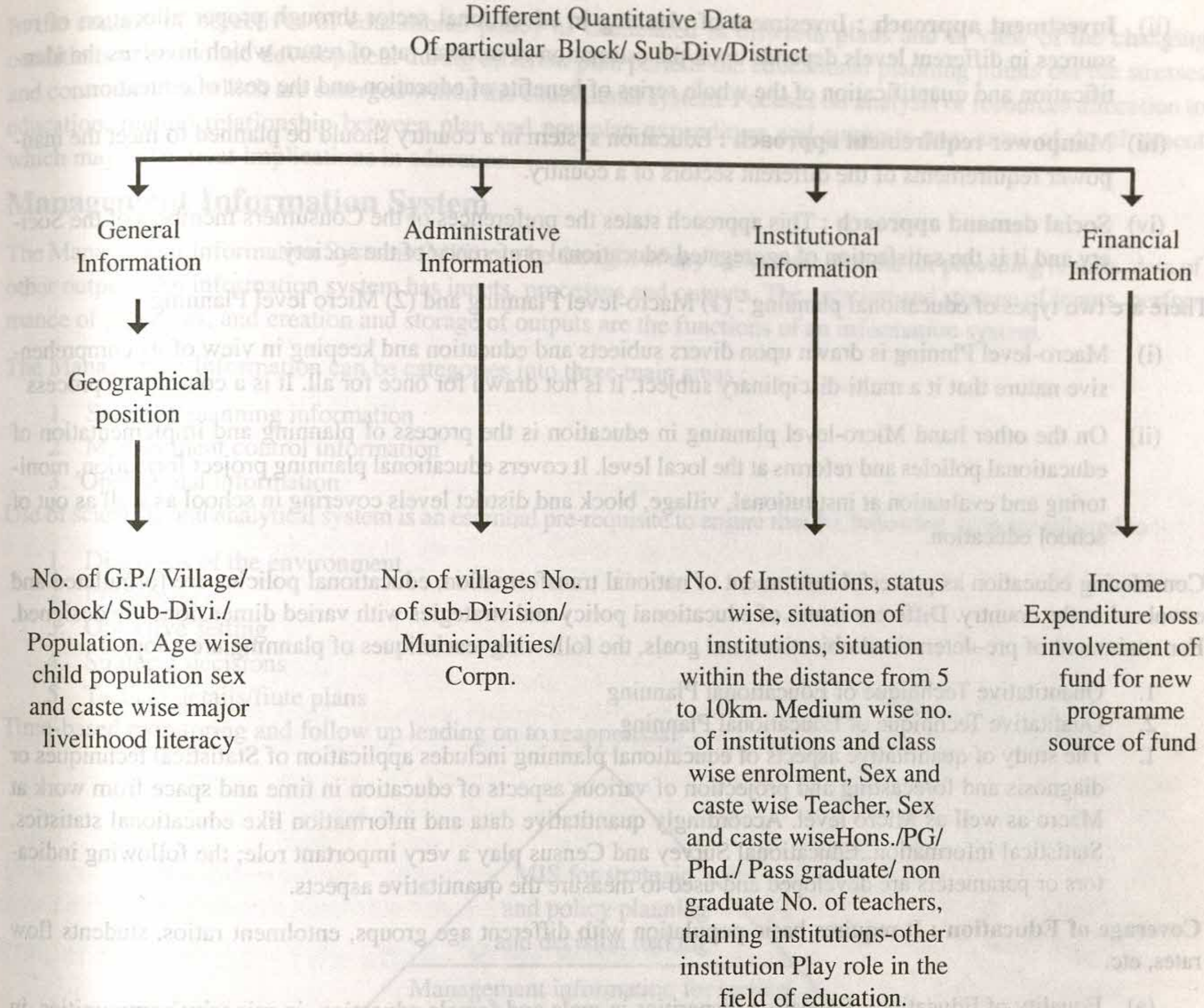
Supply of Skilled Man Power

↓

Economic Development
Devlopment of Out look & Standard of life

From the above discussion, it is. clear that the indicator use in planning should be backed by quantitative data which are to be collected, compiled and transmitted by use who are working in the grass-root level in education to the authorities as and when required.

The quantitative data is called Satistical Information which are converted to an indicator and used in planning of National leavel, State leavel and District leavel. It is a traditional conception of the general mass that Statistical information is imaginary and concocted. But as the responsible and as rational part of the Goverment, we can easily realise the utility of Educational Statistics/. Rational and effective planning in Education depends on perfect 'Indicator' which would be supported by the accurate data from the field level on regular course.



Educational Planning

Education has been regarded a powerful instrument for economic development and social change which can fulfil the needs and aspirations of the people and raise the quality of life in a developing countries like India, the range of del lands of human resources is especially diverse. Education as a major input in the process of development has a major role of human resources. Education imparts skills, knowledge and attitudinal changes which are essentially to be required for the human resources.

With the aim of making education more effective and efficient in relation to the needs and goals of the country and the society. Educational planning which is nothing but the applicant of rational and systematic analysis to the process of education development is very essential. It is a scientific methodology or a set of techniques with the help of which attainment to certain pre-determined objectives is ensured and such an achievement takes place within a definite time frame and along a certain growth path. It deals with the future, drawing enlightenment from the past. It is the springboard for future decisions and actions. It is a continuous process and not a one-for-all methodology. It draws upon diverse subjects and hence itself is a multi-disciplinary subject.Monitoring and evaluation are necessary component of educational planning without which it cannot be done effectively. Deviations, if any,from the desired path are evaluated and corresponding changes in planning design are effected as the occasion warrants.

There are four major approaches of educational planning

i) **Human resource development approach and process of development :** Education as a major input in the processes of development has major role in determining and developing the human resources which in turn play an important role in production processes of different vintages of a developing country.

(ii) **Investment approach :** Investment of planning in educational sector through proper allocation of resources in different levels depends upon the estimation of internal rate of return which involves the identification and quantification of the whole series of benefits of education and the cost of education.

(iii) **Manpower requirement approach :** Education system in a country should be planned to meet the manpower requirements of the different sectors of a country.

(iv) **Social demand approach :** This approach states the preferences of the Consumers members of the Society and it is the satisfaction of aggregated educational preference of the society.

There are two types of educational planning : (1) Macro-level Planning and (2) Micro level Planning

(i) Macro-level Plnning is drawn upon divers subiects and education and keeping in view of its comprehensive nature that it a multi-disciplinary subject. It is not drawn for once for all. It is a continuous process

(ii) On the other hand Micro-level planning in education is the process of planning and implementation of educational policies and reforms at the local level. It covers educational planning project formation, monitoring and evaluation at institutional, village, block and district levels covering in school as well as out of school education.

Considering education as powerful instrument of national transformation, educational policies are formulated and envolved in the country. Different issues of educational policy and strategies with varied dimensions are designed. For attainment of pre-determined objectives and goals, the following teachniques of planning are adopted :

1. Quantitative Technique of Educational Planning
2. Qualitative Technique of Educational Planning
1. The study of quantitative aspects of educational planning includes application of Statistical techniques or diagnosis and forecasting and projection of various aspects of education in time and space from work at Macro as well as Micro level. Accordingly quantitative data and information like educational statistics, Statistical information.,Educational Survey and Census play a very important role; the following indicators or parameters are developed and used to measure the quantitative aspects.

Coverage of Education : It requires basic population with different age groups, entolment ratios, students flow rates, etc.

(a) Equality of Education : Education disparities in male and female education, in minority communities, in weaker sections of the society in different regions, in backward areas and among the physically handicapped people may be removed with the help of quantitative techniques of educational planning.

(b) **Internal efficiency of Education System :** The concept of efficiency is measured in the context of dropouts, repeaters, low retention rate, wastage and stagnation particularly among the weaker sections of the society. The motion is analysed with the concepts of cost benefit and cost effectiveness. It also describes the detail the nature of maladies and remedies according to the type of education.

(c) **Resources use in Education :** The number of schools, teaching and non-teaching staff-its stock and mobility, school buildings and equipments and other facilities, staff for educational administration, cost and financing of education, i.e. financial requirements and budget thereon, etc. are considered to be the important aspects for educational planning.

2. To measure the qualitative aspects of education, certain indicators like curriculum of education, teacher education, evaluation, etc. are used as qualitative techniques in educational planning.

An increasing emphasis is now being emphasised on decentralized planning at the grass-roots level. TJ1 a new dimension that has been emerged in educational planning is the decentralization of planning at the district and block level where macro processes get rooted into the micro-world providing the unity in diversity of national methods. Emphasis is now being shifted from the system of vertical linkages of sectoral planning to the system of horizontal linkages of regional planning for educational development where in specificity and universality are intrinsically linked together in the context of dynamics of social processes and relities.

The role of educational planners and administrators in the decision marking process is also very significant and crucial in bring about a substantial change at the district level and transformation at the social and national level through planning of human resource development.

In the context of objectives of educational policy as enunciated in different plans and in view of the changing conditions of economic development during different plan periods the educational planning points out the stresses and contradictions which are emerged within the educational system. Focuses on analysis of resources allocation to education, mutual relationship between plan and non-plan expenditure and suggests new areas of development which may have great implications in education.

Management Information System

The Management Information Systems (MIS) can be thought of any systematic process for providing reports, data of other outputs. An information system has inputs, processes and outputs. The creation and storage of inputs, performance of processes, and creation and storage of outputs are the functions of an information system.

The Management Information can be categories into three main areas :

1. Strategic planning information
2. Management control information
3. Operational information

Use of scientific and analytical system is an essential pre-requisite to ensure that the following steps are adhered to :-

1. Diagnosis of the environment
2. Prognosis
3. Objective setting
4. Strategic decisions
5. Tactical details/fiute plans

Time-based monitoring and follow up leading on to reappraisasl



The management information system has been described as a pyramid structure in which the bottom layer consists of the information for transaction processing, status inquiries, etc. The next level consists of information resources in support of the day-to-day operations mnagement. The third level consists of information system resources to aid in tactical planning and decision making for management control; and the top level consists of information resources in support of the planning and policy making by higher levels of management.

A definition of a management information System as the term is generally understood, is an integrated man/machine system for providing information to support the operations, management and decision making functions in a organisation.

In addition to above the following themes are to be considered essentially and meaningfully for the quality aspect of Management System.

1. Transactional Analysis
2. Conflict Management
3. Communication
4. Cost-Benefit Analysis
5. Motivation & Staf Development
6. An Internal "Cell" for monitoring performance vis-a-vis objectives of different schemes
7. Educational Finance and Resource Mobilisation

Anglo Indian & other Listed Schools—its problems & prospects

Santosh Kr. Chakraborty
D.D.SE. W.B.

Introduction:

Anglo-Indian & other Listed Schools in West Bengal are basically English medium schools following curriculum of Council for Indian School Certificate Examination, New Delhi or Central Board of Secondary Education, Delhi.

Definition:

In the Govt. notification no 877-Edn (S) dt. 24.12.1993, "Anglo-Indian Schools" means an institution including all standards and division thereof established under the code of Regulation for European (now Anglo-Indian) schools in Bengal (now West Bengal), 1929. Such schools were/has been established and administered by Anglo-Indians or Founders of existing recognised Anglo-Indian Schools, fulfilling the prescribed Govt. criteria for recognition.

On the other hand, "Listed School" means an English medium School which does not same under the prereview of the definition of "Anglo-Indian School" but is recognised for the purpose of presenting candidates for examination of the Council for Indian School certificate examination/central Board of Secondary Education.

Present Scenerio:

At present there are 227 (ICSE & ISC) and 102 (Secondary & Senior Secondary) CBSE Schools including 42 Kendriya Vidyalaya. Out of 227 ICSE & ISC Schools, only 67 Anglo-Indian Schools receive Dearness Allowances and Bonus from the State Govt. exchequer. Out of 67 such schools, 64 are secondary & 3 are primary schools. Moreover there are 2 prudential purely Govt. Schools, offitiated with ICSE Council, namely Victoria Boys School & Dowhill Girls Schools at Kerseong Dist. Darjeeling. These two schools are century old Schools initially meant for providing good education to the son and daughters of European descent who were employed in any branch of Govt. Service. Now these two schools are open for all. Candidates are selected for admission on merit basis. Besides schools, there are 4 undergraduate Teachers' training colleges which teach 2 year course teaching to certification known as "Trained Teachers Certificate" for english medium primary schools.

Role of State Govt. in the affairs of the Schools:

State Govt. in the school Education Department considers the proposal of the founder body of the school to set up English medium school in terms of Govt. criteria and grants "NOC" (No objection certificate) to facilitate the school to obtain affiliation with CISCE & CBSE authority.

The process of granting "NOC" to a school is as follows:-

1) The Registered Society/Trust intending to set up a school requires to apply in Govt. prescribed along with the prescribed documents for grant of 'NOC'.
2) This Dte prepares the viability report of this school on the basis of the enclosed documents and submits the report to the S.E. Deptt.
3) S. E. Dept. considers the viability report of this Dte and if found satisfactory, this Dte is asked to inspect the schools & submit report with views.
4) Then a state level team comprising DDSE (AIS) and 2 other officers including DI/s (SE) or the representative of the district concerned paid a visit to the school and prepares the report on verification of the original school records and other educational facilities in the school and submit the same to the S. E. Dept through commsiioner of school Edication. The inspection team requiress to verify the present standing of the school in terms of the Govt. criteria as laid down in Regulation 8 of the code of Regulations for Anglo-Indian & other Listed schools, 1993.

The school intending to obtain "NOC" from state Govt. must have to fulfil the following Govt. criteria:-

1) its financial stability is assured
2) its managing committee is properly constituted by the Founder.
3) it is not run for personal profit.

4) it has suitable and adequate accommodation and sanitary arrangements having required to the number, age and sex of the pupils attending it. Water supply and fire safety arrangement must be adequate and satisfactory.

5) It prepares and presents pupils for the purpose of public examination of ICSE Council or CBSE authorities

6) it provides for such course of study and instructions through medium of English as approved by ICSE Council or CBSE authorities.

7) it has adequate number of teachers having prescribed qualifications.

8) It has proper facilities for physical education, library services, laboratory works, crafts works and co-curricular activities.

9) a) In case of Anglo-Indian schools only, it will make available upto 50% annual admission to eligible Anglo-Indian pupils whose parents/guardians are prepared to pay full fees.

b) it will offer free studenship or part free studenship to indigent Anglo-Indian pupils numbering not less than 5% of the total enrolment of the school.

School Education Dept grants 'NOC' to the school which fulfills the aforesaid Govt. criteria as applicable to the schools in case of Anglo-Indian schools and others listed schools.

Problems:

It is often seen that the schools do not face any problem in respect of smooth administration when they fulful the Govt. norms. Problems arise when the main focus of the school shifts from social welfare motive to profit making motive.

The problems of such schools have been noted below:–

a) Classrooms are found short of the required measurement of 400 sq. ft each particularly in rented school premises.

b) Registered lease agreement for a long period of 20 years and more is required for rented school premises but non compliance with this Govt. norm may hamper the continuous normal function of the school in that premises.

c) Surplus of funds if created out of income & expenditure of the school is required to the kept in the capital fund of the school since this fund is used for infrastructural development, better facilities in library and laboratory etc. But sometimes this fund is diverted to the fund of the Society particularly when the Society/ Trust controls the funds of the school.

d) Service rules, leave rules and scale of pay of the teachers & staff as framed by the founder Body of the school should be in confarmity with the relevant provisions in the code of Regulations for Anglo-Indians & others listed schools, 1993. In case of any valid and resonable rules in those aspects, teachaers become aggrieved and normal functions hamper.

e) In case of non-payment of salary etc. in the Govt. approved scale of pay, teachers & staff often lose interest in their proper teaching & other works. Teachers tend to conduct private tuitions hampering normal duties in the school. Moreover good teachers do not want to serve in such school with low pay package.

f) Fees & other charges collected from the students sometimes cross its reasonable limit. Guardians forum often move the Horible court for redressal of their grivances against excessive fees hike.

Prospects:

However Anglo-Indian & other Listed Schools in West Bengal contribute a lot for spread of English medium education throughout this state. English medium schools are increasing in numbers monthas by months due to in crearing demands of such education in modern society.

Factors behind the progress of these schools are as follows:–

a) Founder Body of the school has the liberty to frame up rules/regulations for constitution and composition of the Managing committee of the school. As for Govt. norms, 2 duly elected teacheri representives are to be inducted in the committee. Moreover, service related rules including recruitment policy and retiral

benifits schemes & leave rules are framed up by the Founder Body of the school, keeping confermity with some Govt. Guidlines Line in these respects in the code. As such the school committee enjoy more freedom in taking policy decision than in Govt. aided schools. Therefore society/Trust is interested in setting up new such schools.

b) However there are provision of checks & balances in the code by which state Govt. may monitor the status & progress of the schools and in case of any deviation from the Govt. norms noted above the State Govt. through State Board for Anglo-Indian Education has the authority to withdraw "No Objection Certificate" granted to the schools.

c) The State Govt. has no financial liability in respect of Anglo-Indian & other Listed schools. The school authority bears the entire financial burden of running the school.

d) The State Govt., bearing no financial liability, this can satisfy the public demand for establishing efficient English medium schools. Due to increasing number of English medium schools, the schools are trying to give best of their educational services to the students now.

e) In conclusion it may be stated that the State Govt. in schools Education Department has adopted an appropriated strategy to ensure setting up of new Anglo-Indian & other Listed schools without any financial liability of the Govt. through registered Society/Trust since English medium education imported by such schools has greater relevance in view of application of computers in all spheres of multi-lingual modern society. However state level monitoring of all aspects of the Anglo-Indian & other listed schools is required to ensure the effectiveness of the schools.

Grant-in-Aid

Historical Sequence :

Dilip Kr. Sengupta
Ex-ADSE West Bengal

(a) Before Independence :

Before Independence the scheme of Grant-in-Aid system initially caused into effect as a follow up action consequent upon the production of Wood's Despatch in 1854.

And for smooth administration of the entire matter of Education, the post of the Director of Public Instruction was created accordingly.According to this system the financial assistance from the then Government, in the shape of Grant-in-Aid was started to release in favour of some recognised non-Govt.Secondary schools towards the meeting of expenditure on account of salary of approved teaching and non-teaching staff, construction of school Building, development etc. on fulfilment of certain terms and conditions viz- proper management of the school, realisation of tution fees from the students, conduct of regular inspection of schools, satisfactory results in the Examination etc.

(b) After Independence :-

Such scheme was also operative after Independence.

The Grant-in-Aid scheme was regulated by the state Govt. in terms of Govt. order No.-5899 Edn dt- 08.12.1951 on the fulfilment of certain terms and condition as laid down in the afore-said Govt. order. The recognised non-Govt. Secondary schools were facilitated by the Recurring grants to cover up the short fall of their salaries after collecting the fees from the students as fixed up by the Govt.

The scheme is for providing Recurring Grant to different recognised Non-Govt. Secondary schools including Madrasahs of secondary type to meet up the salary component of the approved teaching and non-teaching staff.

But this system was not carried to all the recognised Non-Govt. Secondary schools irrespective of their own collection of fees. Accordingly the schools were classified in two sections viz :- (a) aided and (b) non-aided which were not in receipt of Grant-in-aid.

Under the categoryry of aided schools, there were two types of schools :-

(i) Full Deficit

(ii) Lump aided

Thereafter salary Deficit scheme was introduced.

Subsequetnly a general scheme was introduced w.e.f. 01.07.1978 by the State Govt. in terms of Govt. order no-6696-F Dt-19.06.1978 wherein all the recognised non-Govt. Secondary schools (including Higher secondary schools and recognised non-Govt. Madrasahs of secondary type) eligible to participate in the Grant-in-aid scheme on fulfilment of prescribed terms and conditions have been covered under 'Salary Deficit' scheme and the payment of salaries of the approved teaching and non-teaching staff in such secondary schools was introduced through the 'Public Sector Bank'.

More precisely right from this year the State Govt. introduced free Education upto class-XII and provided the entire salary components of the approved teaching and non-teaching staff of the recognised Non-Govt.secondary schools (including Higher secondary schools and recognised non-Govt. Madrasahs of secondary type) according to the pay scales decided/aided or revised by the Govt.from time to time.

The State Govt. also provides grant to some other schools styled as D.A. getting schools in the form of D.A. element to the approved teaching and non-teaching staff of such schools.

Since 1978 the schools which have been recognised or up graded are included in the Grant-in-aid scheme right from the date of recognition or upgradation which was not provided prior to 1978.

Administrative set up :-

However, previously West Bengal Board of Secondary Education was the Grant-in-aid releasing Authority to the recognised non-Govt. Secondary schools covered under the Grants-in-aid scheme.

Subsequently the Grant-in-aid scheme was administrated by the Director of Public Instruction, West Bengal.

At the District level Grant-in-aid scheme was operated by the District Inspector of schools and the District Inspectors of schools in different Districts of this state before the bifurcation of the District Administration viz :- (a) Destrict Inspector of schools (Primary Education) and (b) District Inspector of schools (Secondary Education) introduced in the first part of seventies decade.

Thereafter, the matter of school Education was excluded from the control of the Director of Public Instruction, West Bengal, at the state level.

Accordingly the matter of school Education at the state level was controlled by the (a) Director of Secondary Education West Bengal, for recognised secondary schools and (b) Director of primary Education, West Bengal for recogniaed primary schools.

Subsequently an unified school Education Directorate came into effect at the state level and the entire matter of school Education (including primary and secondary Education) came under the purview of the single Administrative Authority of the Director of School Education, West Bengal,at the state level.

Grant-in-aid scheme in primary Education :-

There were also Grant-in-aid schools in the primary Education as per Special Rules from B.E. code , 1931.

Subsequently as per Education Directorate circular No-2389-SC/P dt-17.05.1962, Grant-in-aid was also released to the non-Govt. recognised primary schools,etc. in the Municipal, Urban or non District school Board areas in West Bengal subject to the fulfilment of the prescribed terms and conditions as stipulated in the said circular.

The release of Grant-in-aid to the recognised non-Govt. primary schools in Municipal areas was also regulated as per guide lines prescribed in Education Directorate's Circular No-4500 (22)-SC/P dt-13.09.1962.

Moreover, in case of Govt. sponsored free primary schools (Rural and urban) transfer of management from Refugee Rehabilitation Department to the District schools Board was previously effected in terms of R.R. Department's Circular No-12327-E & T dt-09.08.1957. Accordingly Grant-in-aid was released for payment of salaries to the approved teachers of Govt. sponsored free primary schools as per prescribed guidelines.

Improvement of service conditions of the approved teachers of G.S.F.P. schools were regulated as per different circulars issued from time to time.

Subsequently to ensure the timely payment of monthly salary to the approved teachers of the G.S.F.P. schools, circular was issued under memo No-P-272/17/ED(R) dt-10.10.1975.

Grant-in-aid scheme in practice :- (Submission of Grant-in-aid Application in recognised non-Govt. secondary schools)

So far as the secondary Education in concerned, in actual practice, every recognised non-Govt. Secondary school covered under 'Salary Deficit scheme' is required to submit the Grant-in-aid Application in the prescribed form properly filled in and signed along with the relevant documents to the concerned Dist. Inspector of schools (Secondary Education) before the beginning of the Financial year or as otherwise instructed by the competent Authority.

Along with the Grant-in-aid Application, the following documents are required to be enclosed by the respective school while submitting the same to the concerned Dist. Inspectorate (S.E.) :-

(1) Recognition/upgradation Memo

(2) Term of the Managing Committee/Administrator

(3) Copy of post-sanctioning Memo for all approved teaching & non-teaching staff.

(4) Copies of approval letter for all the teaching and non-teaching staff.

(5) Copy of the approved staff pattern.

(6) A statement from the concerned Bank for the preceding financial year showing receipts from Govt. on account of salary and withdrawals therefrom.

(7) Utilisation certificate in duplicate in connection with the total sanctioned amount of salaries to the approved teaching and non-teaching employees during the preceding Financial year.

(8) List of teaching and non-teaching employees to be retired in the coming Financial year.

(9) A certificate from the management of the school that service books of all the approved employees of the school have been maintained properly and all up-to date entries have been made therein.

(10) A certificate that (i) provisions of G.O. No-88SE(B) dt-26.05.98 regarding scheme for payment of pension etc. on the date of annuation super have been complied with and (ii) no paper required for sanction of super annuation benefit in respect of employees who retired prior to 01.07.2000 is pending with the school.

(11) A certificate showing the total amount of P.F. money upto the end of the preceding Financial year has been deposited in the concerned Treasury.

(12) Audit report for the year preceding to the last Financial year.

(13) A declaration that there is no un-approved staff beyond the sanctioned strength of the school.

(14) A detailed cerficate in conection with the formation of finance sub-committee.

(15) A certificate that roll strength of the school has not fallen below the prescribed minium during the preceding academic year.

(16) A certificate that the result in the last M.P. Examination is satisfactory as per clause-(9) of Govt. order No-2272-SE (S) dt-21.12.2001.

(17) A certificate to the effect that the concerned Dist. Inspector of schools (S.E.) and the school service commission have been approached for filling up the vacant post of teachers in the school.

(18) A certificate to the effect that no teaching and non-teaching staff of the institution is in practice of private tution or is engaged in any kind of business, trade or acting as agent of any company/corporation as laid down in clause-(1) of Govt. order No-2272-SE(S) dt-21.12.2001.

(19) The post of Asstt. Headmaster/Asstt. Headmistress has been sanctioned as per Govt. order No-671-SE(S) dt-19.05.2004 and the pay fixation of A.H.M. has been made properly.

(20) Certificate regarding accordence of permission for improvement of Qualification (s) related to drawal of higher scale of pay.

Salient point (s) in the Grant-in-aid application :-

(a) Actually sanction and release of Grant-in-aid is subject ot the fulfilment of all conditions as laid down by the State Govt. in different orders issued from time to time particularly in Govt. order No-2272-SE(S) dt-21.12.2001 also.

(b) The claim should be preferred for the approved teaching and non-teaching staff only.

(c) Pay and allowances of teaching and non-teaching staff joining the school after the submission of the Grant-in-aid application form may be claimed in a separate sheet along with his/her approval letter.

(d) Similarly after submission of Grant-in-aid application if any, employee leaves the school and the post becomes vacant, the matter should be brought to the notice of the Dist.Inspector of schools (Secondary Education), immediately.

(e) Claim of teaching and non-teaching employees above 60 years of age should not be made un-less the period of extension is approved by the completent Authority.

(f) In case of teaching and non-teaching staff coming from another Govt. aided school, the detailed data (S) should be incorporated in the Grant-in-aid application form.

L.P.C. should be countersigned by the concerned Dist. Inspector of schools (Secondary Education) in case of coming from another district.

Actually Grant-in-aid application is a perfect mirror reflecting exhaustively a clear picture of the institution indicating there in all the relevant data(S) of an institution.

System of release of monthly salary for approved teaching & non-teaching staff :-

In case of release of monthly salary for the approved teaching and non-teaching staff of the recognised non-Govt. secondary schools covered under salary Deficit scheme, previously as per finance Deptt's memo No-6696-F dt-19.06.1978, respective Treasury officer(S)/Pay and Accounts officer, calcutta, were authorised to prepare necessary bill on the basis of the sanction of the Grant-in-aid accorded by the respective Dist. Inspector of Schools (Secondary Education) in the prescribed form and on the strength of such sanction and bill, a cheque of the due amount was forwarded to the concerned Branch of the Link Bank.

But at present the system has been reviewed as per Economy circular issued under memo No-1770-FB dt-27.07.1999 read with finance Deptt's memo No-9759-F dt-29.11.2000.

According to this system, the school management submits the staff-wise monthly requisition containing the full pay particulars in the prescribed form to the concerned Dist. Inspector of schools (S.E.) in triplicate. Out of which two copies duly countersigned by the concerned Dist. Inspector of schools (S.E.) are sent to the concerned treasury along with the monthly salary bill and the remaining one copy is retained by the concerned Dist. Inspector of schools (S.E.). And out of the allotment placed by the Director of school Education, West Bengal, under the disposal of the concerned Dist. Inspector of schools (S.E.), the Grant-in-aid bills in respect of salary of all approved teaching and non-teaching staff of all recognised, non-Govt. secondary schools (Covered under 'salary Deficit scheme') in the District are prepared in the prescribed form and drawn by the respective Dist. Inspector of schools (S.E.) upon the concerned Treasury/Kolkata, pay and Accounts office through their duly authenticated Bill-Transit-Register.

On receipt of cheques from the respective treasury against such bills, the concerned Dist. Inspector of schools (S.E.) forward the cheque to the concerned branch of the link bank along with the list of beneficiary schools.

According the staff of the respective schools are getting their salaries through the respective paying Bank.

According to this system, virtually, the respective Dist. Inspector of schools (S.E.) has been functioning as Drawing and Disbursing officer w.e.f. 01.01.2001 in connection with the release of monthly salary for all the approved teaching and non-teaching staff of recognised non-Govt. secondary schools (Covered under 'Salary Deficit scheme') out of Grant-in-aid in the district.

Capital and other non-recoming grants :-

Moreover, the state Govt. also releases grant for the development of recognised non-Govt. secondary schools along with Higher secondary schools (including recognised non-Govt. Madrasahs of secondary type) for the purpose of construction of additional class-rooms, repairing of schools building in the nature of capital Grant.
In addition to the same, Non-recoming grants towards the improvement of Science and Geography Laboratory, Library etc. are released to the recognised non-Govt. secondary schools.

State Govt. also provides subsidy for the maintenance of School Hostel(S) eligible to receive such grant.

Importance of Grant-in-aid scheme :-

(i) Grant-in-aid scheme is of immense improvement in the realm of secondary Education.

(ii) Such scheme has an over-all impact on the Management, Academic performance, Discipline, Financial Administration etc. of the respective Institution in its greater interest.

(iii) Grant-in-aid scheme embraces almost all the relevant important circulars and Govt.-orders related to the secondary Education.

(iv) But the success of the scheme entirely depends upon its fruitful implemention.

(v) In regard to the assessment of the claim of the institution, checking of Grant-in-aid application form should be conducted carefully and cautiously an consulting the relevant Audit report for the preceding financial year.

(vi) Proper vigilance should therefore be ensured to guide the instruction to refrain from the violation of the prescribed terms and condition for entitlement of receiving the Grant-in-aid.

Legal affairs relating to Court cases, its processing and follow up action

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Dealing with the matters relating to Court cases in the field of School Administration has now become a most vital official work both at the District Level Offices as well as in the State Level Offices of this Directorate and in that of School Education Department. The number of Court cases in field of School education both primary and secondary during the pre 1980 period was limited. But the number of court cases after 1980 has increased manyfold and has reached its climax from 1995 onwards. The similar trend of increasing number of court cases is still continuing. As a result it becomes very essential for all categories of officers serving under the Education Directorate and Department to have a prima facie knowledge about the process of dealing, with legal affairs and processing and follow up action.

Most of the court cases which are filed usually by the petitioners against the School Education Department are in the nature of writs under Article 226 of the Constitution of India. In addition to those Writs under Article 226 of the Constitution of India there are similar other writs filed in connection with the service matters under The State Administrative Tribunal and some application are also filed before the Lok Adalat.

Types of Cases.

The types of cases which are usually filed and dealt with in the school Education Directorate and Department may be broadly classified under the following major heads:-

1. Cases relating to appointment/approval of panel, appointment, regularization of appointment of teaching and non-teaching staff of primary and secondary school/Madrashas.
2. Cases relating to Management of Schools/Madrashas
3. Cases relating to different types of claims of teaching and non-teaching staff who are in service such as higher scale, Group Change etc.,
4. Cases relating to recognition of the institution, upgradation of Schools, N.O.C. etc.
5. Cases relating to service matters of the staff of govt. Schools and Govt. establishment.
6. Cases relating to Pensionary benefit of teaching and non-teaching staff.
7. Cases relating to appointment of Secondary teachers through School Service Commission.
8. Cases relating to appointment of primary teachers by the D.P.S.C. of different districts.
9. Cases relating to miscellaneous matters covered under 1 to 8.
10. Cases relating to discrepancy proceedings against teaching and non-teaching staff of aided schools.

The above major heads may be classified under the following sub heads:-

1. Cases relating to appointment are usually covered the following types of cases:

a) regularization of service of teaching and non-teaching staff appointed by Managing Committee of Secondary School without following norms;

b) Approval of appointment of organizing staff appointed by the Managing committee prior to recognition or upgradation of the school.

c) In the matter of preparation of panel for primary teachers by the District Primary School Council.

d) In the matter of appointment on compassionate ground in case of death-in harness of primary and secondary teachers.

e) In the mattter of appointment of staff by following recruitment rules-alleged deviation in procedures and norms for secondary teachers and non-teaching staff

f) In the matter of appointment through School Service Commission.

g) In the matter of duress/suspension/Discharge.

2. Management :

a) In the matter of determination of founder member/donar member/Life member.

b) Supersession of Managing committee for violation of M.C. Election Rules/Procedures;

c) Appointment of Administrator/Special Officer

d) Change of Administrator/Special Officer

e) Grant of Special rules/ or special constitution by the concerned authority

3. Claims of teaching and non-teaching staff :

a) Claim of higher scale for acquiring higher qualification

b) Fixation of pay

c) Incremental benefit

d) Regularization of appointment as Headmaster and A.H.M.

e) In the matter of appointment in the higher post namely A.H.M and H/M

f) In the matter of payment of pension/Terminal benefit

4. Recognition of the Institution

a) Grant of recognition/upgradation of institution

b) Against De-recognition and withdrawal of recognition

c) Regarding claim of financial aid to a institution which has been recognized as without financial aid.

d) regarding amalgamation of institution etc.

5. Cases related to service matters of Govt. Servants and Govt. School teachers.

a) Suspension/dismissal of staff.

b) Claim of higher scale of pay

c) Fixation of pay or incremental benefit

d) In the matter of transfer

e) In the matter of appointment through Employment Exchange.

For dealing with the Court case matters it is very much essential to go through the copy of writ petition carefully or the copy of order which has been passed by the Hon'ble Court after hearing of a particular writ petition. It is obligatory on the part of the writ petitioner to serve a copy of the writ petition to all the respondents against whom the writ has been filed. A copy of writ petition shall consist of the following parts:

i) Forwarding letter of the Ld. Advocate of the petitioner with notice of motion.

ii) Points of law involved in a particular writ.

iii) List of dates of the events on which the writ petitioner wants to rely upon.

iv) Subject matter of the Writ.

v) Cause title (Names of petitioner(s) and names of Respondent(s).

vi) Statement based on documents and records

vii) Grounds of the writ.

viii) Prayer

ix) Affaidavit.

Similarly on the other hand the order passed by the Hon'ble High Court contains the following parts (1) fact of the case (2) observation of the Hon'ble Court (3) Verdict and directives of the Hon'ble Court.

How to deal a writ petition

A. Prior to disposal of the case.

On receipt of a copy of writ petition it is very much essential to go through the writ petition carefully and understand the contents and purport thereof. After perusal of the writ the following steps are usually taken for contesting the writ petition on behalf of the State Respondents.

i) to move the Ld. G.P., Ld. L.R. or Ld. Advocate on record for engagement of a State Advocate in the matter depending on the jurisdiction;

ii) to prepare a para-wise reply with supporting documents;

iii) to contact the engaged State Advocate engaged by the Ld. G.P. or L.R., West Bengal for his instruction.

iv) to file Affidavit in opposition on behalf of the State Respondent.

v) to purpose the Ld. State Advocate for that particular case.

vi) to contact Ld. State Advocate with the instruction in reply to his radiogram.

B. After disposal of the case

On receipt of a copy of order passed by the Hon'ble Court it is to be examined carefully. During examination of those orders the following points are to be taken into mind namely.

i) Whether the order is a mandatory one.

ii) Whether the direction is upon a particular officer concerned to decide the matter as per law after hearing of the concerned parties or without hearing of the concerned parties.

The order passed by the Hon'ble Court is binding on the authorities concerned and it is to be complied with until and unless the said order is quashed/modified or stayed by the appropriate court of law.

a) On examination of the order if it is found that the instant order is mandatory and passed against the policy of the Govt. or rules of the Govt. and the concerned authority is incapable of complying with the order due to prevailing rules and orders of the Govt., steps are to be taken for preferring an appeal against the aforesaid order before the Hon'ble Division Bench of the High Court.

b) If it is directive upon a particular officer to decide the matter as per law/rules, the matter is to be heard and disposed of within the time limit framed the Hon'ble Court.

c) When passing an order a particular officer may not include any clause like "subject to approval of D.S.E etc."

d) Note that you are not competent to interpret law as per your own wisdom.

e) Pass order on hearing strictly as per law and see that your Judgement does not go against the spirit of the law.

It is to be noted that the normal period allowed for preferring an appeal is only 30 days from the date of passing the relevant order by the Hon'ble Court.

For preferring an appeal the following steps is to be taken :

i) The prayer for certified copy of the said order is to be made immediately on receipt of the order.

ii) Ld. L.R. or Ld. A.O.R. be moved with proposal for preferring an appeal/modification of the order passed, through the Secretary/Principal Secretary of the Department as because he is the authority competent to do so.

iii) To move Ld. GP in case of urgency for immediate appointment of Ld. State Advocate for filling memo of Appeal and thereafter move the Learned Legal Remembrancer, West Bengal through the Principal Secretary of School Education Department for regularization of appointment of Ld. State Advocate.

iv) After receipt of the opinion of the Ld. L.R. contact is to be made with the Ld. State advocate for filling memo of appeal and application for stay and an application under Sec. 5 for condonation of delay if any occurred.

v) to make close contact with Learned State Advocate engaged in appeal for listing of the case and hearing of appeal.

vi) To file Paper Book within the stipulated time if the Hon'ble Division Bench so desires.

If the order of the Hon'ble Division Bench goes against the State Govt., and if the Govt. in the School Education Department decide to file a Special Leave Petition before the Hon'ble Supreme Court of India, the following steps are to be taken:

a) Application for certified copy of the order of the Hon'ble Division Bench is to be made.

b) A list of dates is to be prepared for all events;

c) A short fact of the case is to be prepared.

d) Grounds for preferring Special leave are to be prepared.

The aforesaid proposal for preferring, SLP along with papers are to be sent to the Ld. L.R. for appointment of an Advocate on Record on behalf of the State through the Principal Secretary, School Education Department.

After appointment of A.O.R at Supreme Court of India concerned Officer will have to contact Ld. A.O.R. engaged at Supreme Court on behalf of the State or for obtaining any instruction from him in this regarded. In case of SLP filed against the State by private respondent, Ld. L.R., West Bengal is also to be moved for engagement of Ld. A.O.R to defend the SLP. For defending the SLP reply to the list of dates and parawise comment to the SLP along with relevant records and documents are to be sent to Ld. A.O.R for preparation of draft Counter Affidavit and that Counter Affidavit is to be affirmed and filed before the Hon'ble Supreme Court of India.

In both the Cases if the Department considering the gravity of the case felt necessary to appoint a Senior Advocate, the Department will advise Ld. A.O.R to take the help and assistance of Ld. Senior advocate of the Supreme Court with the approval of Ld. L.R. West Bengal.

In case the verdict of the hon'ble Supreme Court goes against the policy of the Govt., the Govt. may move the Hon'ble Supreme Court through the Ld. A.O.R and Ld. Senior Advocate through a review petition for reconsideration of the verdict already given by the Hon'ble Court.

Planning at Institution Level : Process and Methodology

S.M.I.A. Zaidi

The education system in India has grown tremendously after independence. The Data on enrolment number of teachers number of schools as well as expenditure on education shows that in the last about live decades educational opportunities have increased manifold. During the period 1950-51 to 1990-91 the number of primary upper primary and secondary higher secondary schools have increased by 2.66, 10.79 and 10.83 times respectively. The number of teachers during the same period have increased by 3.04 times in primary. 12.38 times in upper primary and 10.05 times in secondary/higher secondary schools. Similarly the enrolment at primary upper primary and secondary higher secondary levels have increased by 5.17, 10.67 and 17.13 times respectively. However the population of the country has increased by 2.34 times during 1951-91 period. These figures show that the growth rate of educational indicators is better than the groth rate of population which means that the schools, teaschers and students have grown faster than population. Despite this impressive quantitative expansion in educational facilities in the country the quality of education imparted in our schools is still not satisfactory. This is a cause of serious concern for educational planners and policy makers.

The provision of educational facilities in the form of merely opening schools and appointing teachers is neither a guarantee for a necessary quantitative expansion nor even a surity for a better quality of education to the children. Both these quantitatives as well as quantitative aspect of education have been a matter of great concern but the later one now seems to be of more serious nature than the former. This is perhaps the reason that the National Policy on Education (1986)' and Programme of Action : NPE (1986)' as well as their modified versions of 1992 have shown concern on both these aspects.

In the process of implementation of policies formulated at the national level and the plans formulated at the state level the most important role has to be played by the educational institutions. It is really the school/colleges/ universities which can be instrumental for the expansion of the education system both in terms of quantity as well as quality. To achieve the targets set at various levels in education the institutions need to formulate comprehensive plans for for themselves at their own level. this forms the basis for developing institutional plan and the process is known as 'Institutional Planning'.

Broadly speaking institutional planning is the systematic and comprehensive method of achieving the objectives of the institution in an efficient and effective manner. It can be seen in the educational institutions that all the people working in the institution are involved in planning exercise in some way or the other. For example the headmaster makes the overall plan for the institution. Teachers plan their time table and about the courses to be taught by them during the session the students make plan of study during the session and non-teaching staff also tries to systematically do their work in each session. Thus it is clear that some sort of planning is undertaken by all personnel attached to the educational institutions. Deposite that there is a general feeling that no institutional planning is carried out in India. The reason behind this feeling is that there is no systematic coordinated and comprehensive planning exercise undertaken at the institutional level on the short and long term basis. Evereone plans at his own place for his own job but because of the lack of coordinate the overall objectives of the institution are many a times not acheved well. Institutional planning exercise does not mean a plan of just one group of workers of the institution without involving others. It is rather necessary to involve all those in the process of planning who are supposed to implement it in the institution.

Since, the basic idea behind the institutional planning is to achieve the overall objectives of the institution, the planning is not only to be done for the academic programmes but it may also take into account the extra curricular activities and support services like library, laboratory, hostel, social services etc. In this regard the plans may be made keeping into view the broad objectives envisaged in the National Policy on Education the objectives aimed by the state educational machinery and the specific aims of the institution itself which have been anticipated when the institution was established. Thus, it should include planning for core activities aimed at achieving the specific objectives. Various institutions may differ in planning when trying to fulfil the specific aims of the individual institution but it does not mean that the process of planning to achieve national and state level goals of education will be same for all institutions. Since, every institution differs from the others in this situation of enrolment teachers intrastructure parental cooperation. Community involvement etc. any one institution can and should not copy tha planning process of the other. In this respect only general guidelines can be laid down for developing plans for the institutions. Further the same methodology may not be necessarily applicable for developing institutional plans for primary middle or secondary/higher secondary schools.

Here in this paper when we discuss the institutional planning process our focus is generally on the secondary/ higher secondary level schools. Broadly the objectives of institutional planning for secondary /HS schools will be to ensure the smooth and regular running of the school for uninterrupted teaching/learning process; to improve the methods of instruction; to improve library/laboratory services and equipements; to ensure optimum utilisation of existing facilities; to harness community resources; to involve local community, parents etc. to improve the school; to develop co-curricular programmes like games and sports. Cultural programmes, social service like adult education, youth services; to utilise properly the ecology and environment around the school etc.

In the process of institutional planning the involvement of various levels of organisation is necessary. At the first step the national objectives should be kept under consideration. For this purpose the role of education as envisaged in the constitution of India and in the National Policies on Education should be taken into consideration before making any plan for the institution. At the second level the curriculum framed by the State Education Department for various classes and the courses to be taught may be the consideration. The guidelines from the state government regarding the introduction of various subjects, languages and medium of instruction are to be kept in view. The district level organisations/officials are mainly responsible for the inspection, Supervision and evaluatin of the secondary/higher secondary level schools. It is therefore necessary to involve the district officials in the process of planning at institutional level and seek their help and cooperation. In this process the district level educational officers will not only extended their help but they will also realise the problems of the institution regarding infrastructure and staff etc. and ensure to overcome these problems which otherwise cannot be done. Finally at the local level the parents and the lonal community should certainly be made part of the institution in the process of planning and its implementation. Institutional planning can be successful only when the parents and local community cooperates with the staff of the institution and give its contribution for the development and improvement of the school. Similarly at the institution level all personnel including teachers, non-teaching staff and even representatives from students should be involved in developing institutional plan and thus process of developing institutional plan should be participative in nature. The advantage of the involvement of all persons of school in the planning process is that they will feel that it is their own plan and it is not something which is forced upon them from higher ups. Further the difficulties which are likely to emage in the process of implementation of the plan may be discussed at the time of planning and thus the steps can be taken to overcome them.

Process

In the educational institutions generally plans for one academic year are formulated and the areas covered in this respect are the academic schedule developmental activities. extra-curricular activities, budget and finances etc. All these activities are undoubtedly within the scope and coverage of institutional planning. What seems to be really required in this regard is that these activities should be planned systematically keeping in view the objectives of institution. In this process the institution may proceed through the stages mentioned below :

At the first stage an estimation of the needs of the institution is required. What are the deficiencies in the institution which need to be removed in a decided time period say one year, two years or five years should be very clearly identified.

At the second stage a comprehensive survey of the existing resources should be done. In this respect the survey of physical facilities including number of rooms, laboratories, library books, apparatus, teaching aid, playground and other games and sports facilities etc. should be done. Further the number of teachers available subject-wise, nonteaching and supporting staff available as well as the enrolment in various classes should also be kept in view. How much support the institution can get from the local community should also be roughly estimated.

At the third stage an estimation about how far the existing resources, human and physical both are utilised in the institution is necessary. This will give a clear idea as to how much resources already existing in the institution could not be utilised at all or could not be properly utilised. A comprehensive idea about the utilised or underutilised resources is the most important aspect of institutional planning.

The final stage is the formulation of plan for the institution. At this stage it may be felt that resources are required as the plans cannot be properly implemented with the existing resources. Firstly, it is desired not to make very ambitious plans which means it should be within the reach of the institutions existing resources. Secondly, a prioritisation should be made to decide which are the activities which need immediate action and which are the activities that can be taken up at a later stage.

In the meantime more resources may be mobilised from the community to the extent it is possible and simultaneously demand should be made to the government. However what is more important in institutional planning is that maximum utilisation of the existing resources should be ensured. In this regard optimum utilisation of human resources is key aspect of institutional planning.

As already said above the improvement in the quality of education at the institution level may be considered as the main aim of the institutional planning. In this respect the following points need to be highlighted which reveal the advantages of institutional planning.

The institutional planning should address all the major areas of activities of the institution. It may include planning in academic programme, co-curricular activities, in-service training of teachers and their professional growtrh, school services and utilisation of resources available in the institution to its maximum etc. Yhus the plans may be short term for one academic session as well as long term for three to five years. It will ultimately help to reduce the stagnation and wastage in the institution and improve th eoverall quality which will be reflected in the form of good result in the public examinations and better performance of students in co-curricular activities.

Activities

The major areas of planning at the institution level include. Teaching Learning Process. Co-curricular Activities, Budgeting and Finance, Environment Ecology, Work Experience and General Administration. A suggestive guideline for planning the activities in these areas is as given below :

Teaching-learning Process

This is the main activity of any educational institution. So top priority is obviously to be given to plan for academic activities of the institution. At the first place one should have a clear idea about the subjects --courses already taught in the institution. This may be followed by taking a stock of the subjectwise availability of teachers. Special mention may be made here to the availability of language teachers. Further in the long run what more subjects including languages can be introduced in the institution– a plan for that may be made for 3 to 5 years. In the academic activity the time table made for each class in the begning of the session should be strictly followed and all the staff should be involved in the process of making the annual calender of the academic activities for various classes. The holding of examination in the mid-session and at the end of the academic year is another important activity which is an important part of planning at the institution level.

Apart from the routine time table of the academic activities, improvement in quality of teaching is also very improtant. In this respect a comprehensive plan for in service training of the teachers must be formulated while may also include plan for refresher courses for the teachers to the extent it is possible. Further seminar, symposia may be organised in the school to keep the teaching staff up to date in knowledge and teachers should be encouraged to participate in seminars outside the institution also. This is necessary for improving the quality of instruction in the institution. A plan on all these activities must be developed to ensure better quality of teaching in the institution.

Co-curricular Activities

The role of educational institution is not only to impart knowledge but also to make children active, disciplined and healthy citizens of the country. For fulfilling such broad goals of education the importance of sports and games cannot be underestimated. It is generally seen that in most of the schools not much emphasis is given on co-curricular activities. In this respect the schedule for the whole year must be made for the games and sports activities of children. An evaluation of the performance of students of the institution in various sports competitions and rallies must be done and all possible measures may be taken to ensure the participation and improve the competence of students in this area. The Principal alongwith the physical education teachers and a few other teachers must plan for it. The activie participation of students in sports and games not only makes the children healthy but also makes them active, efficient and disciplined.

The literacy and cultural activities are the part of the intellectual development of the children. Schools should plan for holding debate competitions, drama, music and science fairs. Emphasis on these activities must be laid by the teachers who should encourage the students to take part in it. Social service and youth services like N.S.S. Adult Education and N.C.C. may be introduced in the institution. A comprehensive plan for various activities of students under these schemes will be a part of the institutional plan.

Budget and Finance

The overall planning at the institutional level includes the financial planning also. In this respect the routine items like disbursement of salaries of staff. scholarship to the students etc. may be managed in such a way that it ensures timely payments. The plan of the institution should aim at raising the funds for the institution from all possible sources. In this respect the help of the local community may be sought and local influential persons may be involved mobilise the local community for this purpose. The funds does not include only the financial resources but all types of resources. Planning for proper functioning of the school canteen. cooperative stores etc. for the benefit of staff and students may also be a part of institutional plan. In case of seareity of financial resources (which is true for a majority of schools) prioritisation of the heads / items may be done so that more essential items may be taken first and less important ones later on.

Environmental and Ecology

Since every educational institution has got its specific physical setting, the geographical environment surrounding the institution may be kept in mind whild making plans. It is desired to make best possible use of the ecology of the institution. Further as far as the maintenance of the building and campus is concerned whild planning for its development enviroment factor must be kept in mind. Depending upon the avaliability of land the possibility of introducing courses like agriculture, horticulture, environmental education etc. can be thought of which may help in improving of the physical environment of the institution as well as for training the students about maintaining the place in a healthy way. Sometimes introduction of courses of vocational education are decided by keeping in view the ecology of the institution. These considerations may be helpful to make comprehensive plans for the institution.

Work Experience / Vocational Courses

The National Policies on Education have emphasised the vocationalisation of secondary education So the institutional plan may take into consideration the possibility of introducing the vocational courses in the institution. A cpmprehensive plan may be made for introducing various vocations. The major consideration in this regard may be the local conditions and the scope of various vocations in the area in which institution is located. It is necessary to involve people from the industries situated in the locality / town and seek their cooperation for the benefit of the students taking vocational courses. Further, plans may be made to introduce the schemes like SUPW and Earn while you Learn in the institution. It will not only benefit the needy students of the school but will also be helptul in retaining the students. So by emphasizing on startion strengthening the vocational courses in the institution in its plan. the institution may be able to contribute for a board objective of the nation. i.e. linking education with work. In the annual time table of teaching vocational courses apart from the local teachers persons from nearby industries may also be called for helping guiding the students in specific craft. Thus horizontal linking of educational institution with industry may become a part of the institutional planning.

General Administration

Though the man objective of the institution is to effectively take teaching learning process but to ensure that it is smoothly running, the over-all management of the institution may have to be made efficient. As far as the general administration is concerned the areas of activity are office management, discipline, hostel affairs, playground, recreation, staff quarter, students and teachers union etc. The institutional plan should focus on managing affairs related to all these areas in an efficient manner. For developmental programmes a plan for three to five years may be made in consultation with the concerned staff. On all these aspects and specially for developmental activities it should be kept in mind that all decisions taken should be implementable keeping in view the availability of resources so that it may ensure their effective implementation.

In any institution developing the institutional plan can and should never be a one persons responsibility i.e. the principal headmaster. It should rather be an outcome of consultation and participation of all stakeholders of education. In this regard the involvement of the staff both teaching and non-teaching is necessary so they may have a teeling of ownership for the instititional plan. The advantage of involving the teachers and other staff in the institutional planning will be that the problems faced by the staff to implement the programme will be discussed and resolved before finalising the plan. Thus the possible obstacles in the process of process of implementation can be removed by involving the reachers and other staff of the institution. Secondly since the staff feels that it is their own plan they may not be relucatant to work sincerly for it.

In the process institutional planning the staff and specially the teachers are given more freedom to work independently. They are encouraged to make innovations, take initiative to improve the teaching methodology and create new in their fields. Thus the real talents of the teachers come out and are used for the overall improvement of the institution. This process not only makes good teachers more effective but makes the ordinary teachers more responsible and active in their work.

Role of Stakeholders

As far as the secondary higher secondary education is concerned the stakeholders include the headmaster principal, thachers, non-teaching staff, students and the community to which the school is serving. In the process of institutional planning there is important role of all these persons who are directly or indirectly involved in the educational development of the area. The role of these persons in institutional planning is as discussed below.

Headmaster / Principal

The head of the institution i.e. headmaster/principal has a key role in the institutional planning. He is initiator and facilitator in the process of planning for the institution. In the regard the principal will have to proceed in a planned manner. The first job he is supposted to do for institutional planning is to have a clear idea about the whole school system. He should not only be aware about his staff but be may assess the strenghts and weaknesses of his staff members also specially the competence his teaching staff. Kppeing these aspects into account he is supposed to create the ground for bringing about the necessary change in the style of working of the staff if he feels it relevant to improve the overall efficiency of the institution. The principal may take the following steps in the process of institutional planning.

Aa a first step towards developing institutional plan the principal should hold talks with the thachers individually and try to get their iedas on various aspects and convince them for improvement and seek their cooperation. This should be followed by a general meeting with the teachers so that he may gain the confidence of his staff members before really taking some measures.

As a second step the principal may hold discussion and involve his staff in undertaking the survey of the existing infrastructure in the institution. It will give a clear idea of the present needs of the school and thus will facilitate in discussing about the possibility of improvement and development of the school. The stock taking of the resources of school should also include a survey about the possibility of mobilising resources from the community for the cooperation of staff and even students will be of immense help.

The preparation of improvement plan for the school may be the third step towards institutional planning. At this point also it should be kept in mind that it should not be the principal's programme but all the staff should be involved in this process so that they may think it as their own programme rather than feeling that it is imposed on them from higher ups. involving the staff may ensure the successful implementation of the programme.

Finally the implementation of the improvement plan may be discused with the staff. It is at this stage that the real leadership qualities of the principal counts a lot. He may be an equal partner in the implementation of programme and invoive himself with his staff members rather than giving order / command to them. The monitoring and evaluation of the programme implemented in the institution is the last step in the process of institutional planning.

Teachers

As already discussed above, after the head of the institution the role of teachers is most important. In the process of planning all the teachers may coordinate and cooperate and be an equal partner to it. In the academic activities it is only teachers who can help in developing the institutional plan. They may coorerate and contribute for preparing the time table of school. deciding about the courses and taking various courses by the teachers. The teachers may help the head of the institution on planning for various academic extra curricular and cultural activities. Further they may ensure the proper and effective implementation of the plan because it is they who are the real implementers. Even teachers have important role in monitoring the implementation of the institutional plan.

Non-teaching Staff

Since the institutional planning focusses on in all the major areas of activity the role of non-teaching staff which includes administrative staff library staff and laboratory personnel etc., is ecucial. They may help the principal and

teachers in the process of planning in area of development of sports activities, library, administration, laboratory etc., Their involvement will facilitate to highlight the difficulties and problems faced in these areas and will help to take proper care in overcoming these problems before finalising the plans. Again they may not only cooerrate in the implementationof the plansbut implement the plans in the true sprit of the sense. The smooth functioning of the institution can be ensured only when the non-reaching personal work efficeently and coordinate their activities with the teaching staff properly.

Students

In the process of institutional planning the role of students has not generally been recognised much so far and that is specially true for secondary higher secondary schools. But in the process pf developing institutional plan the involvement of students is also improtant because it is they for the benefit os whom the whole excercise is carried out. On the one hand it will give feeling to the students that they are the part of the planning for the institution and on the other hand they will act responsibly and maintain discipline in the institution. Since their involvement will develop a feeling among then that they are a party to the institutional plan there will not be a possibility of clash of interest between them and reachers or principal or administration. All of them will work as a unit and the problems of students may thus be taken care of before the plans are finalised.

Parents/Community

The local community can play important role for the development and progress of the educational institutions. It is therefore desirable to involve the local community in the process of institutional planning. While making the plans for the development of the institution representatives from local community might be called so that they may be sensitied about the affairs of the institution and mobilise the people for taking interest in it. The scarcity of resources can, to some extent, be overcome if the local people take active part in the developmental plans of the institution. The community may be mobilished through the influential parents of the institution and the local leaders to ensure that they come-forward and contribute the way they can, for the development of the institution. In this respect the teachers, the students, and the management of the institution may be asked to contact the local people and seek their cooperation and help for the betterment of the institution.

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METHODS OF RESOURCE PLANNING (NON-MONETARY AND MONETARY)

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In this chapter - the planning methods of resources for schools which are identified or inefficient are discussed.

1 Non Monetary Resource Planning:

The idea of resource planning is a new one in the field of education. Irrespective of the fact whether there exists any system of resources planning in the institute or not, some kind of planning activity goes on within the institution. Every member of the teaching community his/her course-outline and every student his programme of study. Every instutution prepares a time-table and also annual budget.

To achieve educational objectives in a creative, orderly and economically sound manner is a task demanding in sight into not only the problems of the prevent but also those of the future, together with creative and intellectual pursuit of solutions and persuasive, persistent effort to implement programme planning in an all ecompassing activity that depends on participation at every level of the activities.

Resource planning may be described as a systematic approach to prepare comprehensive plans for educational development at the institutional level. It is necessary to understand what the institution is? Where it stands? What are different types of resources available? What it wants to be and how it can achieve its goals with the given resources. The plans, thus prepared, would provide a blue print for an institution for improving and developing its activities within a framework, based on the well identified needs and resources of an institution, with full participation of all the concerned parties i.e. the head of an institution, its teachers, parents, students and community to which it caters to.

The aims of resource planning is basically the same as the aims of educational planning but the immediate objectives and the specific purpose of the programme of its action at the institutional level different in the order of priority and degree of importance with respect to the sub regional, regional, state and national programme.

Need For Resource Palnning At Institutional Level:

Resource planning should be done at all those levels of administrative set up where decisions are taken. No comprehensive programme of educational development can even be put across unless systematic planning is done at all these levels. And the most important level at which all the plans are operationalised or which serve as a foundation stone for all other levels, is that of an institution. In fact, institutional palnning is recognition of the role of parctitioners of education in the process of educational planning in a country.

In order to determine the scope and coverage of programmes under Resources Planning, one has to look into the objectives for which an institution has been set up. These are gererally listed in the prospects if ay of the institution or may be available in records relating to the period when the institution was set up. These may also be inferred to some extent from the activities in which the institution is engaged in.

After proceeding from the objectives, we need to analyse the tasks involves in achieving the objectives. Identify major problems faced by the institution and thereby determine the various areas of resources planning at the institutional level.

These areas would cover both quantitative and qualitative aspects of development of an institution in respect of its curricular, co-curricular and etracurricular activities. The list being suggested here is just an indicative and can be adapted/adopted to meet the varying requirements in a changed situation.

i. Student Service;
ii. Teacher improvement Programmes; — Human Resources
iii. Principal Leadership improvement Programme

iv. General administration; and

v. Building and Equipment ⇔ Physical Resources

vi. Estension and other programmes

vii. Financial Resources ⟺ Financial Resources

The various activities covered under these areas should be worked out. This grouping of activities can be done either for various programme areas of for various organisational units e.g. separate teaching departments, account branch, administration, library, etc. It is suggested that at the planning stage, activities may be grouped according to the programme areas and at the operational stage, responsibilities for implementation of various activities may be as signed, accouding to the organisational set-up. The nature of these projects can change according to the lrvel and the type of institution.

Process of Resource Planning

Process of preparing a Resources plan can be explanied in the form of four stages of planning:

a) First Stage : Identification of Monetary and Non-Monetary Resources

b) Second Stage : The objectives of the school

c) Third Stage : The Priorities determination

d) Forth Stage : It involves determining what detailed steps need to be taken in order to achieve an agreed objective.

It is suggested that the following main steps may be undertaken under these various stages of resource planning like.

	Ist Stage	2nd Stage	3rd Stage	4th Stage
1.	Identification of available Resources	Identification of problems and needs	Formulation of Plans	Steps to achieve the goals
2.	Establishment of objectives, Mission Goals	Determination of priorities		

The steps in the planning process as outlined here are only for clarity and convenience of practitioers. In reality, they represent points on a continue rather than steps of a chain reaction. Any stage may be an entry point of the planning process, provided that the cycle is completed as an ongoing enterprise.

Selection of Objectives of the Institution:

This is the most difficult step in the process of resource planning as it invlolves establishment of clear and specific objectives to be accomplished. These objectives have to be derived from the aims and purpose/aims, whereas others have the most general overvies of guiding ideals. Some institutional identity is more clearly visible in what the institute is actually doing. Primary programmes of an institution can be divided in these groups and the purpose of the institute can be defined against them:

Academic; Semi-academic; and Extension Services.

Under 'academic' objectives the type of courses/training programmes/research activities coming within the purview of the institute should be defined. Under '*semi-academic*' objectives various co-curricular and under '*estension services*' objectives with regard to the understanding of various community related activities like Parent Teacher Meetings; Community Meeting, Youth Services etc.

IDENTIFICATION OF PROBLEMS AND NEED OF RESOURCES IN THE SCHOOL:

After the aims and objectives of the school have been defined, the next step is to identify the problems and needs of institute to achieve those objectives. for this purpose various objectives have to be linked to various programmes as:

a) Making of Projections:

- Enrolment Projections;
- Staff requirements; and
- Building requirements.

b) Identification of problems and needs with respect to the various programmes and projects to improve upon the existing situation and to meet the future requirements.

Enrolment projections should be based on the past trend and on the future requirements in accordance with the objectives of the school for various classes, subjects and courses with detailed breack-up into sex, community, area, full-time and part-time etc. These projections should be done at least for the next five years. On the basisi of these projections, work out size and number of sections for various classes. The second step at this stage is to prepare sub-plans for various programmes on the basisi of the objectives of the school and futute requirements of enrolment, teachers and spaces. It is suggested that the teaching staff of the institute be divided in-groups to prepare sub-plans separately for various programmes areas. These groups should make an assessment of the existing situation with respect to the faicilities already available, extent of their utilisation, need for further improvement etc. Thers should also be a coordination group so as to avoid any overlapping or duplication of work among various groups. The following plan of action based on systems approach is suggested for preparation of the various projects:

i. Identify projects under each programme.

ii. Under each project, analyse and assess the extent of facilities already available and identify the main problem areas. It would require very comprehensive analysis of problems, which are sometimes considered to be the major ones do not always turn out to be the main ones. It would require isolation of the apparent problem area through:

   - Collection of relevant data; and
   - Analysis of the data

It sometimes takes a long time as most of the principals and teachers blind. Isolation of the problem areas then follows the sequences of steps that allow one to spell out in precise detail the nature of the problem.

Once the specific problems been isolated, it is necessary to do a detailed comprehensive review of those and suggested tentative solutions to the problems. These suggestions should be separately made for:

   - Improvement in the existing situation; and
   - Development of new programmes in the future.

iii. The various suggestions should be phased over a time scale clearly indication short-term and long-term steps required to be undertaken.

iv. Suggestions where no financial implications are required should be preferred over these invlolving financial implications. However, in case of items coming under later category, total requirement of funs should be work out with recurring and non-requrring break-up.

Assessmant of Resources

The next stage is to make the assessment of the resources available and resources required for development of the institute. The following steps are suggested for this:

i. First of all make an assessment of resources already available in the institute:

ii. Study the Departments/Government plans for educational development to identify the schemes under which the institute can claim grants for its programmes:

iii. Find out ways and means where funds can be raised from the community and the students;

iv. Worked out for special schemes through which funds can be raised e.g. organisation of fairs, shows, etc.

Determination of Priorities

After knowing the direction of development and having identified the possible resources, the next step is to proceed to determine priorities based on alternative choices. For example, one may be faced with the alternative of having more books for library or more equipment for laboratory. For this purpose it is suggested that a Working Group of teachers and students may be set up which can go into various questions such as:

- Allocation of resources among various programmes;
- Allocation of resources to various projects within a programme;
- Working out year-wise phasing of project proposals, etc.

Formulation of Resource Plan:

Having determined the priorities, the next logical steps would be to formulate the total plan of the school. This step would not only involve target setting in terms of expansion, improvement and diversification, but also consolidation of various programmes and projects prepared by various groups.

Finalisation of Resource Plan:

The draft plan prepared by the institute may be finalised after discussion at various levels i.e.:

- In the general meeting of the staff;
- with the student representatives, parents and community representatives, if possible; and
- with various governing bodies of the institute, state department, university, board, etc.

On the basis of these discussions, a final version of the plan imcorporating the various changes suggested at these levels, should be prepared for implementation.

Work Plan for Implementation

Only preparation of a very good plan will not produce any result. To achieve the results, strategies will have to be worked out for skillful implementation. Two suggestions are made with this regard:

i. In implementation of the plan, invlovement of every teacher is a must and of students, if possible; and

ii. Prepare work plan for implementation to control time and cost factors. A work plan schedules may be prepared for all other programmes and projects of the plan for effective implementation and control.

V.2 FINANCIAL RESOURCE PLANNING

Planning and Management of finance is an activity, which is concerned with judicious and optional use of the financial resource of a school. Like it or not, a school principal can in no way escape from financial management. In fact, a principal's method of receiving, allocating and controlling funds affects the very effidiency of a school. Such methods and techniques are all the more important in a pace setting institutions.

Financial resource management has become a very crucial aspect of every educational administrator or manager's normal responsibility, because of the increasing cost of education, in the face of declining resources and inflationary spirals. Increasing demands are now being made on every one connected with finance to make their financial transactions precise and clear. Under such a critical climate Head of a school can no longer afford clear. Under financial matters wholly to their *'Accounts Clerk'* or secretarial staff.

The Principal of a school is the administrative head and drawing and disbursement officer of a school. The National Policy of Education 1986 also emphasised the importance of Secondary School Principal in the Management of School finances. Therefore, contentm, and dimensions of financial matters of a school, they should act as an effective Manager of resources especially in financial matters. The effective management of resource depends mainly how you estimate and execute to financial resources. Therefore, budget plays an important role. In the following section meaning of the budget various types of budget and techniques used to prepare budget are discussed.

"Educational Budget"

Educational Budget is a statement of income and expenditure of the educational institution for a financial year in the ducation sector.

"Importance of an Ideal Budget"

For the efficient management of finance, proper financial planning is essential, other way we can say an ideal budgeting system is very much important. Financial Planning invloves estimation of output and employment of inputs accordingly. The success of achieving the targeted outputn is depending upon the allocation of inputs other way resources i.e. money, men and material. The whole process can be called as Budgeting process. For the successful management of a school, an appropriate budgeting system has to be chosen. Therfore, a considerable attention is developed below for various kinds of budgets and their process. A brief description about evolution of different kinds budgets in India is also given below:

"Different Kinds of Budgets"

So far in India there are different types of budgets. But we shall refer only to those budgets, which are meaningful from the point of view of educational administration both at the level of Government Department of Education and Individual Educatioal Institutions. Some of them are given below:

Evolution of different budgets in education system:

Line Item Budget;

Performance Budget;

PPBS (Planing, Programming Budgeting System); and

Zero Base Budgeting Budgeting

Line Item Budget:

The traditional type of budgeting is based on the format of line item budget. It focussed attention on specific items which makes up programme. It may be a teacher educational programme of vocationalization of education, universalazation of primay education, and so on.

Specific items such as books, teacher, equipment, building etc. needed for the programme are included in the line item budget. In this type of budget it is difficult to see for what board purpose and objectives, resources are allocated. It is difficult to control and appraise performance of different programmes in projects and activities.

The drawbacks of the exiting format and process of budgeting in the context of educational development are numerous. Some of the important ones are given below:

1. This kind of budgeting process is not sufficiently informative.
2. The classification of expenditure both at the Government and institutional level does not provide adequate base for important decision making at each level of management.
3. It will not provide what broad purpose and objective resources are allocated.
4. Unit cost cannot be identified.

Thus it is learnt from the above analysis that it is necessary to recognize that, preparing a budget is not a short term act is has got a long term dimension also when the budgeting system has got a greater amount of importance in planning and participation by all persons in all Institution, the format of the line item budget is found to be inadequate. In order to take care of this aspect, a new kind budgeting called performance budgeting came into being. A brief description about performance budgeting is given below:

Performance Budgeting

The main aim of this budget is to ensure dfficiency. If not effort can be made to measure the present state efficiency and a target will be aimed for improving. The adoption of this kind of budgeting will enable performance to monitored and evaluated in relation to physical achievement and monetary expenditure. Classification of all activities in a school within a programme of activity framework, the same total amount being looked at from the point of view fo the objectives on which expenditure is incurred and further on the basisi of the sources from where funds are received. In this type of budget, it is very difficult ot measure the relation between inputs employed and output produced. It would be also difficult to know whether the inputs have really benefited the student (beneficiary). The difference between theinputs allocated to a beneficiary like the student, and theinputs are really enjoyed by the bebeficiary or not. For example if the aim is to improve the sports competence of the students, efforts will have to be made to measure the present state and a target should be aimed for improving the sports competence up to a point. Thus, there should be an indicator of performance for different activities. At the end of the year cost effectiveness can be measured by using cost technuiques. This kind of budgeting will enable performance to be monitored and evaluated. Thus performance budgeting has got an orientation to the past in terms of intention to measure to past performance. To overcome this demerit and taking into account its merits a new technique to budgeting is evolved which is known as "Programme Budgeting". This budget is future oriented. It includes palnning, programming, budgeting system.

PPBS & PROGRAMME BUDGETING

"Definition of Programme Budget"

Programme Budget is essentially the relationship between goals, objectives and resources available or anticipated for goals, objectives and resources available or anticipated for achieving golas. It is system of budgeting around organisational objectives and goals, a classification of anticipated expenditure around a set of programmes related to an end product.

This type of budgeting can help to classify the activities in a school as separate. Under this budget, the amount expended can be reviewed with in relation to the objective of the programme on which expenditure is incurred. In analytical part cost benefit or cost effectiveness techniques can help to measure the performance. This budget is output oriented. Estimates has to be done on the basis of what expected to receive and paid in the year.

Main Features:

1. Identify objectives, and goals of the programme.
2. Estimates targeted output and identify input requirements.
3. Classify anticipated expenditure under each activity and objectives.

PPBS of Programme Budget in a School involves three phases viz.

1. Policy Phase
2. Planning Phase
3. Implementation and Evaluation Phase

1. **Policy Phase:** Conduct general survey of policy areas concerned and identify relevant objectives to be aided.
2. **Planning Phase:** Identify specific output ad consider alternative ways to achieving it an allocate inputs for each programme. Then formulate the budget.
3. **Implementation:** The final document is a legal document which binds all those invloved in the execution of a particular educational programme of activity.

Programme Budgeting is divided in two parts: One is organisational Structure and Second is Financial Structure.

1. *Organisational Structure:* It covers all programmes operated by Head as well as overall performance of the department/School in the previous year.
2. *Financial Structure:* It covers the financial requirement under the particular programme.
   a) The funds sought from the Government should be on the basis of programme activity; and
   b) Objective wise classification i.e. salaries, TA, DA.
3. Financial requirement in each activity is explained with reference to work load to the programme, physical targets (or) with reference to cost analysis work to be undertaken.

Cost analysis becomes an instrument of financial communication for school systems. Continuing experiments, which explore concepts of quality of education, quality of educational opportunities, local, state and centre roles in financing education. The concepts such as recently developed are education voucher system, which call for continuing experiments in allocating and estimating future costs to educational goals and objectives.

The entire budgeting system of school should be based upon cost techniques. A few simple unit cost techniques are given below:

1. Normal Cost of Education: It is cost per pupil enrolled. Total cost divided by number of pupils enrolled.
2. Uit Cost: It is calculated by dividing the total cost by the number of pupils actually attending school. It is generally more than the Normal cost of education.
3. Effective Cost of Education: In this case, the unit cost is calculated by dividing the total cost by the number of successful students.

4. It the aim is to measure the cost per child in a particular age group, the total cost is divided by the number of children in that age group, whether they attended school or not. It gives some idea of the efficiency of the education system.

5. Cost of Education: Sometimes for the purpose of comparing different schools, the cost indicators are used. The method of cost calculation are given below:

In Statistical Expression:

1. Modified Unit Cost $= \dfrac{\text{Total Cost}}{\text{Total No. of Student Attended}}$

2. Effective Uniut Cost $= \dfrac{\text{Total Cost}}{\text{Total No. of Student Passed}}$

3. Per Pupil Cost for Relevant Age Group $= \dfrac{\text{Total Cost}}{\text{Total No. of Children of Relevent Age Group}}$

4. Per Capita Expenditure $= \dfrac{\text{Total Cost}}{\text{Total No. of Student Attended}}$

5. Average Cost of Library Per Student in the Year $= \dfrac{\text{Total Cost of Library in the Year}}{\text{Total No. of Student in the Year}}$

6. Average Cost of Non Teaching Staff Per Student in the Year $= \dfrac{\text{Total Salaries of Non-Teaching Staff in the Year}}{\text{Number of Student in the Year}}$

7. Average Cost of Equipment Per Student in the Year $= \dfrac{\text{Total Cost of Equipment in the Year}}{\text{Total Number of Student in the Year}}$

Thus the above discussed budget system will help to keep to utilise resources properly. Therefore, to make the institution an efficient on selection of ideal budget also plays every improtant role.

PROCESS OF PLANNING & EDUCATIONAL BUDGET

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Indicators :

In the process of educational planning some tools which are called 'indicator' are used. The meaning of the term 'indicator' is "that which points out of directs attention to something". The indicator represents a phenomenon which cannot be easily quantified. It is the measure of the magnitude of a phenomenon in a relative sense. Indicators furnish a summarised but relative picture of the present situation of the system. Inter-temporal comparisons can be made using indicators.

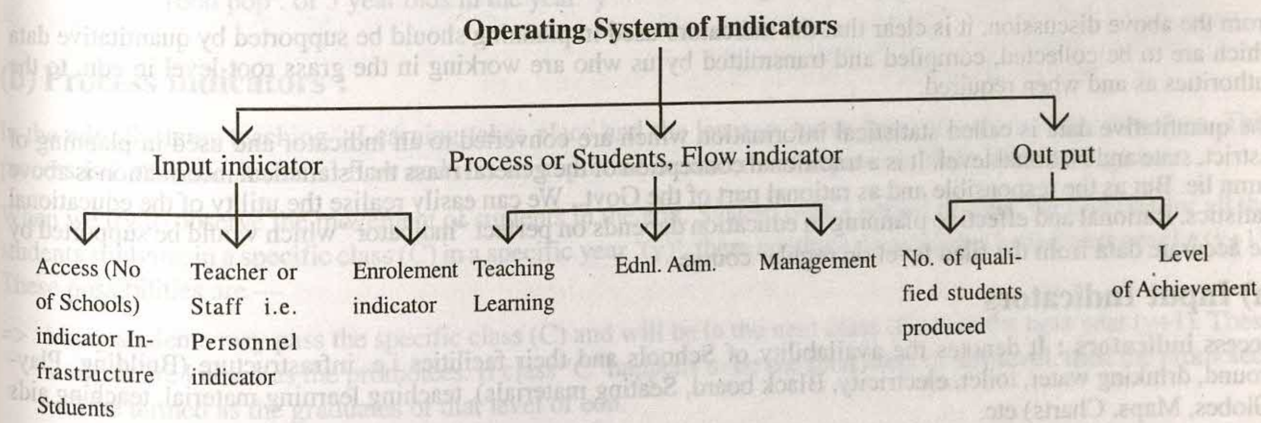
In the field of education, indicators are used to determine the current status of the system. Indicators help in the process of decision–making by furnishing useful information in a relative sense.

The most commonly known educational indicators are literacy rate, enrolment ratio, teacher pupil ratio, Entry rate, graduation rate female Literacy rate, SC/ST literacy rate etc.

Any quantative data that does not help in making a judgement about relative progress cannot be termed as indicator. For example, the no. of schools in a district in absolute figures, or the no. of children enrolled in Pry. Schools in a district cannot be Armed as indicators as they do not convey any meaning in relation to other districts But if we have the figure on the no. of primary schools per lakh population in the district or the percentage of children in the age group of 05–09 attending schools, these can certainty be termed as educational indicators as these figures give an idea of the extent of schooling facilities provided in the district and the extend of utilisation of these facilities by the people.

Type of Educational indicators :—

As any operating System has three components viz. input, process and output, so there are three types of educational indicators viz. input, process and output Indicators.



Quantitative data is required for determination of indicator.

Different quantitative data of particular Block / Sub Div. / district.

- **General Information**
  ↓ Geographical position
  ↓ No. of G.P. / Vill / Block/ Sub. Div. / Population / Age wise child popn / Sex & Caste wise Major liveli-hood Literacy
- **Administrative Information (Existing features)**
  ↓ No. of circle No. of Sub Divl. office No. of Employees (Cest wise)
- **Institutional Information**
  ↓ No. of Schools (Status wise) Situation of Schools at a distance of 1Km. 2Km., 3 Km. and above 3 Km. Mediumwise No. of Schools. School & class wise enrolement (Sex and Caste wise) Teacher (Sex, Caste, trained, untrained) No. of teachers' Trg. Institute. Other institutions which play role in the filed of edn.
- **Financial information**
  ↓ Income Expenditure Loss. Involvement of found for New programme Source of fund.

What is our duty and responsibility ?

From the above discussion, it is clear that the indicators used in planning should be supported by quantitative data which are to be collected, compiled and transmitted by us who are working in the grass root level in edn. to the authorities as and when required.

The quantitative data is called statistical information which are converted to an indicator and used in planning of district, state and National level. It is a traditional conception of the general mass that statistical information is above damn lie. But as the responsible and as rational part of the Govt., We can easily realise the utility of the educational statistics. Rational and effective planning in education depends on perfect "indicator" which would be supported by the accurate data from the filed level on regular course.

(a) Input Indicators

Access indicators : It denotes the availability of Schools and their facilities i,e. infrastructure (Building, Play-ground, drinking water, toilet, electricity, Black board, Seating materials), teaching learning material, teaching aids (Globes, Maps, Charts) etc.

$$\underline{\text{GAR}}\ \text{(Gross Access ratio)} = \frac{\text{No. of habitats having school in a village in yr 'y'}}{\text{Total No. of habitats in the village in yr 'y'}} \times 100$$

Teacher / Staff indicators :—

=> Availability of teachers as well as supervisory staff for the schools.

=> PTR

=> The Teacher Grade Ratio (TGR)

=> School Inspector Ratio (SIR)

=> % of teachers with minimum required qualification

=> % of tranined teachers.

=> etc.

Enrolment indicators :—

i) Admission rate (Entry rate) = $\frac{\text{New entrants in class-I in the year 'y'}}{\text{Pop}^{n}\text{. of 5 years old in the year 'y'}} \times 100$

ii) Net Admission rate for class-I = $\frac{\text{New 5 year-old entrants in class-I in the year 'y'}}{\text{Pop of 5 year olds in year 'y' if it is}} \times 100$

iii) Net Admission rate for 6 year olds = $\frac{\text{New 5 year old entrants in the year 'y'}}{\text{Pop of 5 year olds in year 'y' if it is}} \times 100$

one then universal enrolement Comes

iv) Enrolment Ratios : i) Overall Enrolment ratio.

ii) Level wise Enrolement ratio. (Pry. Sec., Hs.)

iii) Grade wise Enrolement ratio.

iv) Age Specific Enrolement ratio.

Overall Enrolement ratio for school Education = $\frac{\text{Enrolment is classes I-XII in yr 'y'}}{\text{Pop}^{n}\text{. of agre grp 5-16 in yr 'y'}} \times 100$

v) GER = $\frac{\text{* Total enrolment in a class-I in 'yr' 'y'}}{\text{Total popn of 5 year olds in the year 'y'}} \times 100$

(* average attendance for three consequntive month.)

vi) NER = $\frac{\text{Total enrolment in class-I in 'yr' 'y'}}{\text{Total pop}^{n}\text{. of 5 year olds in the year 'y'}} \times 100$

(b) Process indicators :

In the edn. Systems teaching—Learning takes place and the learners move from one class to another class. This process is Called the students' flow and it is an important indicator of the process of the education system.

When we try to observe the movement of students in the edn. System over a period of time, we find that for all the students studying in a specific class (C) in a specific year '(y)', there are three possibilities for the next year i,e (y+1). These possibilities are —

=> Many students may pass the specific class (C) and will be in the next class (C+1) in the next year (y+1). These students are known as the promotees. If class 'C' happens to be the final class of any level, then the promotees will be termed as the graduates of that level of edn.

=> Some students may fail in class 'C' and remain in the same class 'C' in the next year (y+1). These students are termed as Repeaters.

=> Some students may leave the system (i.e. school) during the same year 'y' without completing class - 'C'. These students are known as drop. outs.

Based on the above three possibilities of the movement of students the indicators of flow rate the promotion rate, the Repetition rate and the Drop out rate.

i) Promotion rate from class 'C' in the year 'y'

$= \frac{\text{No. of students promoted to class (C+1) in the year (y+1)}}{\text{Total no. of students enrolled in class 'C' in the year (y)}} \times 100$

ii) Repetition rate for class 'C' in the year 'y'

$= \frac{\text{No. of students repeating class 'C' in the year (y+1)}}{\text{Total no. of students enrolled in class 'C' in the year (y)}} \times 100$

iii) Drop-out Rate for class 'C' in the year 'y'

$$= \frac{\text{No. of students dropping out from class 'C' in the year y}}{\text{Total no. of students enrolled in class 'C' in the year y}} \times 100$$

$$\text{PR (Participation Ratio or Attendance Ratio)} = \frac{\text{No. of students whose attendance is regular}}{\text{No. of total students enrolled.}} \times 100$$

iv) Transition rate :—

For the students studying in the final class of a specific level of edn., there are four possibilities for the next year:

(a) Many of them will be in the next class which may be the 1st class of the next level of edn. in the next year.

(b) Few students may repeat the same class in the next year.

(c) Few students will leave the system without completing the class.

(d) Some students may discontinue studies even after successfully completing the final class of this level of edn.

The students falling under category (a) are those who are transiting from one level or stage of edn. to the next level or stage of edn.

Transition rate from level 'A' in the year 'y'

$$= \frac{\text{No. of students promoted to and actully studying in class (C+1) in the year (y+1)}}{\text{Total no. of students enrolled in class 'C' in the year 'y'}} \times 100$$

Here 'C' denotes the final class of level 'A' and the class (C+1) represents the 1st class of the next level of edn. i.e. (A+1)

$$\text{Retention Rate} = \frac{\text{Total no. of students in class-iv no. of unsucessful candidates in that from class Prev. year}}{\text{No. of enrolled Students in class-I three year a go}} \times 100$$

SIMILARLY, there can be process indicators, regarding the functioning of schools. Some of them are as follows:

i) Number of days the school works in an academic year.

ii) Average no. of hours spent in the school by teachers.

iii) Total hours spent in the school on :

=> Tutorials

=> Co-curricular activities

=> Library and Laboratory

=> Checking of assignment of students.

iv) Average attendance of children

c) Output Indicators or Indicators of quality :—

The following are some of the commonly known indicators of the quality of edn., which are specifically applicable at the school level.

i) Graduation rate.

ii) % of 1st divisioners

iii) % wastage and stagnation rates.

iv) % of students Selected at :

=> Public examination

=> National testing service.

=> National talent school

=> Various competitive examinations.

In general, specially developed achievement tests are administered to measure the level of learning among children in a particular stage of education. These levels of learning are, perhaps, the most reliable outcome indicator of the education system.

Cohort Analysis : (Internal efficiency of the education system)

The internal efficiency of the education System can be defined as its ability to educate the maximum number of children who have entered the system in a specific year, in the optimum time with the minimum possible use of human and financial resources.

In order to measure the internal efficiency of the edn. system, one of the most efficient methods is the students' flow method, by which we calculate the input-output ratio of children who enter the education system in a specific year. The method is called cohort analysis.

The total no. of children, say N, who enter the edn. system, i.e. who get enrolled is class-1 in the specific year 'y' are represented as a cohost for the year 'y'.

$$\text{Input-output ratio} = \frac{\text{Actual student years spent}}{\text{Ideal student years}}$$

From the above Subject i.e. Operating system of indicators we can understand how much quantitative progress have been made and what was our target and what planning will be needed.

COMPETENCY OR ACHIEVEMENT LEVEL :—

It is necessary to consider the competency beside the quantitative progress. Our target will be 25% development of the Base Level Study. We can calculate this by the Gross Achievement Ratio Process i.e. GAMR.

$$\text{GAMR} = \frac{\text{The student promoted in a particular class}}{\text{The student who set for the examination}} \times 100$$

Of course it is not so dependable, We have no-detention policy in our state, so it is hard to calcutta GAMR. Again minimum education is a debatable matter. It is hard to draw conclusion in favour of the value to be fixed. The procedure of evaluation and this value will be different from school to school Questions, mode of questions, Answers, evaluation etc. are not freed from personal influence. So question arises on the reliability and appropriateness.

$$\text{Grade Ratio or Pass ratio} = \frac{\text{No. of students in a particular class}}{\text{No. of students in the prev. class in the prev. Year}} \times 100$$

BUDGET IN THE SCHOOL EDUCATION DEPT/DTE

Government income and expenditure are usually classified in different ways. In education the widely used system is to classify the Budget as well as income and expenditure in the (i) Plan and (ii) Non Plan.

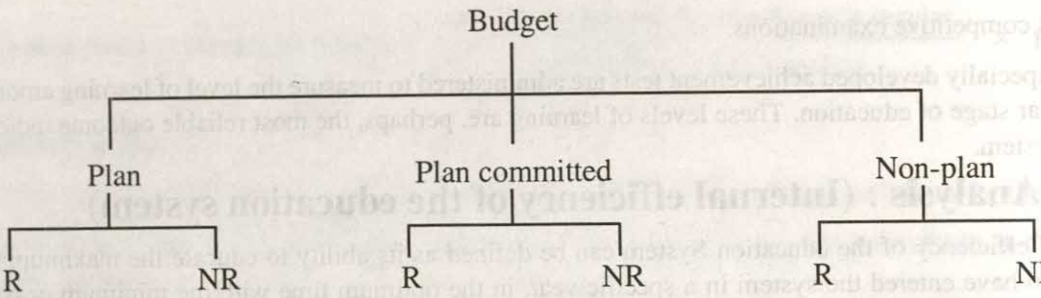
Plan Expenditure :— It comprises all the expenditure in respect of the new projects initiated in that particular plan period. It includes both—

i) Capital, i.e. construction of school buildings, office buildings supply of teaching aids and equipment and creation of permanent assets related to education (Non-Recurring Expenditure)

ii) Current recurring expenditure i.e. Salary of the teachers and others appointed against the teaching and Non-teaching posts or post of staff in the edn. sector created in that particular plan period.

Non-Plan Expenditure :— It comprises of all the expenditure related to projects started in the earlier plan period prior to the particular plan period.

Budget is defined as follows :



R = Recurring

NR = Non recurring

Plan Committed Expenditure :

If the project started in a particular plan period continued after 5 years then it is called Committed up to coming 5 years. After 10 years from implementation if continued then it comes under Non Plan expenditure.

Budget Estimate

Budget Estimate is one of the major responsibilities of the DDO. Budget is defined in many ways. In education Budget is defined into plan and Non-Plan.

Plan Budget is an estimate of expenditure for the execution of particular Development Scheme / Schemes.

Non Plan Budget is an estimate of expenditure for the maintenance of the scheme / schemes approved and implemented in the previous plan period.

Drawing and Disbursing officers in the regional sectors are to perform major responsibility in respect of Non-Plan Budget. At the time of discharging of such responsibility everybody has to maintain a Fixed Time structure and to follow statutory Financial rules.

Time schedule for Submission of Budget :— (Budget year : March to Feb.)

According to the existing financial rules every DDO. has to submit Budget estimate in the undernoted proforma for all sorts of recurring and Non-Recurring expenditure to maintain the office establishment and Govt. / Non-Govt. Institution. Budgetary processing in the Govt. level begins from September each year. As per standing Govt. Order to submit budget estimate above **to the State finance Deptt. by 30th November** of each year, For preparation of such budgetary work of the school education Sector it is required that the budget proposal of the regional offices including DPSCs. should be submitted to the School education Directorate including all the DDOs in the School education Directorate **by 14th August in each year** positively. This time schedule should be strictly adhered to (F.R.Vol.-1 Chapter-9)

Proforma for Submission of budget Estimate :

Name of Regional Office ....

1	2	3	4	5	6	7
Head of A/C in detail	Detailed Description of expenditure	Actual expenditure of the prev. Fin./yr.	Budget estimate of Current Fin. / yr.	Revised Budget estimate of currrent Fin. / yr.	Proposed Budget estimate for forth Coming Fin. / yr.	Revenue

Watching of Actual Expenditure :

There is another responsibility of each DDO to watch over the progress of expenditure which is to be incurred by him. Respective Treassry keeps record of Account-wise expenditure and report to the Accountant General along with the bills which is called voucher after payment. Treasary uses a number against each voucher and that number is called T.V. No. Each regional section under SED has to look into that every bill is to be drawn as per head of A/C. which is mentioned in each sanctioning Memo. After payment DDO. should verify in the Treasury that particular expenditure is properly recorded under Actual head of Account. This verification is compulsory for each DDO as per statutory financial rules.

Watching of Actuals :

It is an important function of the Deptt. Controlling Officers or a Disbursing Officer at whose disposal a grant is placed to keep constant watch over the progress of expenditure under different units of appropriation separately for voted and charged items and to keep a separate record of all liabilities. He should also keep himself informed of such cicumstances as may affect the progress of expenditure, in order to take easy steps for obtaining supplementary grants or surrendering any probable savings as may be necessary.

General Rules for payment against grants :

No government servent may, without previously obtaining an extra appropriation, incur expenditure in excess of the amount provided for expenditure under the head concerned, and which a Govt. Servant exceeds the annual appropriation he may, under orders of Govt., be held responsible for the excess.

Monthly reconciliation of accounts of expenditure with that of two concerned Treasury should be regular feature of each regional office and DPSCs who after reconciliation of expenditure with that at the Treassury should send B-statement of expenditure to DSE office by 5th of the following month to enable the Directorate to re-correct the accounts of expenditure of the state level with that of the Account General (A & E), W.B. And also to reflect the actual expenditures in the budget proposals of this Directorate.

"B Statement" should be submitted in the Format as per Annexure-V

Head of Account of Expenditure :

Major Code – 4 digits

Sub Major Code – 2 digits (for Identification of Sector)

Minor Code – 3 digits

Plan/Non-Plan

Detailed head – 3 digits

Voted / Charged – V/C

Sub Detailed Head – 2 digits (for Nature of expenditure)

Budget Provision

1) General : 70%

2) Spl. Component Plan (SCP) : 24%

3) Tribal area Sub-Plan (TASP) : 06%

What is meant for Voted / Charged ?

If the budget is approved by the Assembly / Parliament then voted, if not approved then-charged.

Utilisation Certificate

There is a financial rule that every DDO should send Utilisation certificate at the Dte. just after end of each financial year. The submission of "Utilisation Certificate" of each grant (R & NR) is also a statutory responsibility of the regional sector.

Surrender of Fund

If any fund received from the controlling authority remains unutilised for any reason should be surrendered to the controlling authority before 20th March of each year. Mode of surrender of fund should be as per Annexture-IV.

Audit

The primary function of Govt. Audit is to verify the accuracy and completeness of accounts, to secure that all financial transactions, viz., receipts and payments are properly recorded in the Accounts, correctly classified, that all expenditure and disbursement are authorised and vouched and that all sums due, are regularly recorded according to demand and brought to account. The broad aim of audit is to safeguard the financial interests of the tax-payer and to assist the parliament / state / Union Territory / legislatures in exercising financial control over the executive. It is the function of the comptroller and Auditor General in the discharge of his duties to watch that various authorities set up by, or under the constitution act in regard to all financial matters in accordance with the constitution and the laws of Parliament and appropriate Legislatures and Rules of orders issued. The right of independent criticism is inherent in the auditiorial function.

Audit of Accounts

Quick settlement of Audit queries raised in the yearly Inspection Report of Accountant General, W.B. Pertaining to the office of DI of Schools, DPSCs.

It is the duty of all officers (DDO) to reply to the Inspection reports of the AG in accordance with the paragraph–172 and 173 of the Audit manual, vol-II. It requires that replies are to be prepared for each paragraph in the form of a broad sheet and to be signed by the Head of the office and to be submitted to A.G. through Head of the Deptt. and where necessary through Administrative Deptt. The prescribed time for sending the reply by the Head of the office to the Head of the Deptt. in 03 Weeks from the date of receipt of Inspection Report. Head of the Deptt. is to send the aforesaid reply to A.G. with his comments thereon within one month from the date of receipt of the explanation from concerned office. It is, therefore, impressed upon all those connected with Audit matters in the district level to promptly attend to the audit queries as and when these are received from A.G. W.B. through their Inspection report. The reply should be prepared in broadsheet format and be submitted in quadruplicate to the DSE, WB., stating the period covered in the Audit and the office to which it relates.

The Broad sheet reply should inter alia contain four columns for depicting the following :—

1st Column :— For narrating the Audit para covering the crucial points as raised in Audit.

2nd Column :— For stating reply of the district office relevant for each para raised in Audit.

3rd Column :— To be kept blank for DSE's Comments on the reply of the district authority for each audit para.

4th Column :— To be kept blank for observation of SED on the relevant para as brought to the notice of the Govt. through Inspection Report.

The district authority while submitting the broad sheet reply to DSE, through a covering memo should send a copy of the said memo stating the period coverd in the Audit.

While preparing reply to the Audit paras, the district authority should ensure that the reply covers all the spl. points raised in the said para in unambiguous terms giving such information and explanation as are necessary for disposal of the same. Further, in the light of the audit papers and points raised therein, the related accounts, records and the state of affairs should be regularised so that the same can be placed for review or Audit as and when called for and the para may eventually cropped by next Audit. It may be pertinent to mention here that prima facie the aid of the office facing audit should be properly attend to the audit queries at the initial stage as and when raised by the audit team without any scope of communication gap while the audit is in progress so that these can be settled on the spot.

Audit para remaining unsettled for years together and considered material enough by AG. are supposed to find place in the report of the CAG of India and are placed to the PAC of the State Legislative Assembly. Secretary of the Administrative Deptt. is called upon to be present in the committee meeting of PAC and reply on the issues raised in the CAG's Report. The implication of CAG's adverse report in the implementation of Govt. policy and inaction at the appropriate level if any are likely to have a derogatory effect on the administrative efficacy of the concerned deptt. and the Govt. as well. Hence it is imperative that all those concerned with audit matters as well as with the affairs at the District level should be vigilant enough to take corrective measures on the irregularities, short comings if any, pointed out in audit and regularise the same in time.

Wherever audit of prev. Years Accounts are lying in arrear, the fact may be reported to the DSE stating position of up-to date accounts. Such cases of references will be taken up with AGWB through the administrative Deptt. One DDSE of this Directorate, is looking into Audit related issues of the district offices as and when references are made to this Dte. Problems if any on matters of Audit which cannot be settled, locally, may therefore, be referred to this Dte. seeking guidance.

Reply of the Audit query should be sent in the following Proforma, i.e., in the Broad sheet.

1) Audit observation 2) Poinwise Reply of regional office 3) Remarks of the DSE 4) Remarks of the SED.

Vertical Audit : School to Deptt.

Horizontal Audit : School to School

FOLLOW UP

A unit which will look after planning including Statisties, Budget and Audit has to be developed in all offices in the Regional level.

1. Statistical register to be maintained in Circle Level, Sub-Division Level and District Level.
2. Statistical information has to be updated in each year as Per current information.
3. A co-ordination to be developed among DI/S (SE), DI/S (PE), DPSC in respect of collection, computation of educational statistics for which services of S1/S and AI/S are very must essential.
4. Following data schedule to be maintained strictly in compliance with the existing rules.
   (a) Submission of district plan, Budget estimate on or before 14th August of each year.
   (b) Selected educational statistics as on 30th September of each year should be transmitted to the DSE by 31st October of each year.
   (c) Annual statistical Return (i,e., ES-1, ES-II, ES-IV) on the basis of information as on 30th April in each year to be sent to the DSE. by 30th May, of each year. ES-III (S) Examination Result-it is on DSE/WB; ES-II as per Financial year.
5. Audit reply in time and proper manner.

Section IV: TOWARDS ACHIEVING U E E

(i) Short note on Sarva Siksha Abiyan & DPEP - Santi Bhusan Biswas

(ii) Various Incentive Programme in Primary Education and its impact - Dr. Swapan Kr. Roy

(iii) সর্বশিক্ষা অভিযান, সমস্যা থেকে সমাধান: একটি অন্বেষণ - দিব্যগোপাল ঘটক

(iv) Girls' Education in the Perspective of Universal Elementary Education - Dibya Gopal Ghatak

(v) Convergence issues amongst various Organisation/Departments working in the field of School education - Debashis Sarkar

(vi) Community participation and Role of Inspectors for involvement in Education Process - Manoranjan Roy

(vii) School improvement Programme at the Primary Stage : emerging VEC and community mobilization - Alok Kr. Sarkar

(viii) School improvement : A study of the roles of leaders and external Consultants - Mel Ainscow And Geoff Southworth

One Short note on Sarva Siksha Abhiyan & District Primary Education Programme.

Santi Bhusan Biswas WBCS (FX)
Addl. SPD S.S.A. W.B.

❒ Sarva Siksha Abhiyan

- A programme with a clear time frame for univerlisation of Elementary Education (class-i to class-viii) for the children belonging to the age group of 5 + to 13 + by 2010.
- A response to the demand for quality basic educational all over the State.
- An opportuanity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institution, School Management Committies, Village and Urban Education Committees, Mother Teacher Associations and other grass root level structures in the management of elemenatary schools.
- A partnership between the Central, State and the local government.
- An opportunity for states to develop their own vision of elementary education.

❒ Objective of Sarva Abhiyan

- Ensuring all children in the school, Education Guarantee Center
- All children complete four years of primary schooling by 2006
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2006 and at elementary education level by 2010
- Universal retention by 2010

❒ District Primary Education Programme

- A programme for Univerlisation of Primary Education (from class I-to class-iv) for the children belonging to the age group of 5+ to 8+ in selected districts having following criteria :-
  - Educationally backward districts with female literacy below the national average.
  - Districts where TLC (Total Literacy Compaign) have been successful leading to enhance demand for Elementary Education

❒ National Programme for Education of Girls at Elementary Level (NPEGEL)

An additional support to the existing scheme of SSA for providing additional components for education of girls at Elementary Level in 57 Educationally Backward Blocks (EBBs) distributed in 11 districts.

❒ Kasturba Gandhi Balika Vidyalaya (KGBV)

A scheme under SSA to provide school along with residential facility for the girls Students of SC/ST/ Minorities etc. belonging to economically backward families in 54 Educationally Backward Blocks (EBBs) distributed in 11 districts.

❒ Coverage under DPEP & SSA.

DPEP Phase I (1997-2004)	DPEP Phase II (2000-2007)	SSA (2001-2010)
Bankura, Birbhum, Cooch Bihar, Murshidabad, South 24 Pgs.	Dakshin Dinajpur, Jalpaiguri, Malda, Purulia, Uttar Dinajpur.	All 20 Educational District in West Bengal.

❐ Funding Pattern (on approved budget for each year)

Year	DPEP		SSA/NPEGEL/KGBV	
	Central Share	State Share	Central Share	State Share
Upto March, 2007	85%	15%	75%	25%
Since April, 2007	—	—	50%	50%

❐ Funding Agency

DPEP		SSA/NPEGEL/KGBV	
Central Share	State Share	Central Share	State Share
From Development For International Development (DFID) to State Project office through MHRD,GOI.	Directly placed by Govt. of West Bengal to State Project Office	From : 1. Department For International Development (DFID) 2. European Commission (EC) and 3. World Bank (WB) to State Project Office through MHRD, GOI.	Directly placed to State Project Office by Govt. of West-Bengal.

❐ Distribution of Fund for utilization

From State Project Office, the proportionate fund is distributed to each educational district and in turn the district officials placed the fund to CLRC level for implementation of the programme at the user's end. Fund for construction distributed to concerned VECs/WECs and MCs of upper primary schools.

❐ Major intervention

❖ Civil Works

- ➢ Construction of new School Building in case of building less school at primary level.
- ➢ Construction of additional Classroom both at primary & upper primary level.
- ➢ Providing Drinking water & Toilet facility at primary and upper primary level.
- ➢ Special construction of Additional classroom at cluster resource school out of SSA-NPEGEL fund.
- ➢ Construction of circle resource center at sub-district level.

❖ Pedagogy

- ➢ Training for the in-service / newly recruited / untrained teachers both for primary and upper primary level.
- ➢ Requirement of additional Para-teachers at primary and upper primary level.
- ➢ Providing school grant, Teachers grant and maintenance grant to primary and upper primary schools.
- ➢ Providing fund for textbook bank at each upper primary school.

❖ Community Mobilization

- ➢ Training of community leaders / Panchayat functionaries etc.
- ➢ Maintenance of child register
- ➢ Campaign activities.

- ❖ **Alternative Schooling**
  - ➢ Providing fund for learners enrolled in Sishu Shiksha Kendra (SSK) and Madhyamik Siksha Kendra (MSK) under Panchayat & Rural Development Deptt. And Shishu Shiksha Prakalpa (SSP) under Municipal Affairs Deptt.
  - ➢ Organising Bridge Course centers at primary and upper primary level for the hardest-to-reach children
  - ➢ Providing fund for running Rabindra Mukta Vidyalaya
- ❖ **Special Focus Group**
  - ➢ Providing fund for Girls Education to reduce the Gender gaps and more particularly in Educational Backward (EBBs) in West Bengal through SSA, NPEGEL (National Programme for Education of Girls at Elementary Level)

    Providing fund for the children with Special Needs under Integrated for Disabled.

    Providing support to existing Anganwadi center under ECCE intervention.

    Providing fund for the learners belonging to SC/ST and other minority communities.
- ❖ Innovation

  Providing computer aided learning at upper primary level
- ❖ Research

  Action based research activities taken up for assessing the status of access, enrolment, retention and quality education.
- ❖ Management Information System

  Maintenance of database on primary and upper primary education throughout the state.

Achievements :

Status of enrolment and out

of school children (As on 01.04.2005)

Age Group	Population	Net enrolment	Gross Enrolment	Out of School Children	Net (%)	Get (%)
5 + to 8+	9447464	9258615	11025048	188849	98.00	116.70
9 + to 13 +	9576181	7143618	7591849	708081	74.60	79.28
5 + to 13 +	19023645	16402233	18616897	896930	86.22	97.86

Civil Works component of SSA & DPEP (As on November'2005)

Intervention	New School Building		Additional Class Room		Circle Resource Center		Drinking Water		Toilet Facility	
	Completed	In progress	Completed	In progress	Completed	In progress	Completed	In progress	Completed	In progress
DPEP Phase-I	469	8	1465	115	135	2	529	0	529	0
DPEP Phase-II	362	152	2019	3698	86	39	379	788	379	788
SSA	371	531	14069	24454	167	23	2404	4228	2404	4228
Total	**1202**	**691**	**17553**	**28267**	**388**	**64**	**3312**	**5016**	**3312**	**5016**

Effect of Special Enrolment Drive : School Chalo Karmosuchi

- As on 01.04.2002, the total out of school children was 39,50,239 (10,57,401 in primary and 28,92,838 in upper primary)
- As on 01.04.2003, the total out of school children was 31,75,171 (7,19,623 in primary and 24,55,548 in upper primary, and as a result the total out of school children was decreased by 19.62% from the previous year.
- As on 01.04.2004, the total out of school children was 14,14,959 (3,25,605 in primary and 10,89,354 in upper primary, and as a result the total out of school children was decreased by 55.43% from the previous year.

Level of Education	Out of School Children as on 01.04.2004	Out of School Children as on 01.04.2005	Out of School Children decreased by
Primary	325605	188849	57.99%
Upper Primary	1089354	708081	65.00%
Total	1414959	896930	63.38%

Status of fund received and expenditure incurred since inception till 30.11.2005

(Rs. in lakhs)

Programme	Total fund received			Total Expenditure	Remarks
	GOI	GOWB	Total		
Sarva Siksha Abhiyan	104990.25	34767.62	139757.87	111391.34	
DPEP Phase II	21830.00	3852.36	25682.36	21458.97	
DPEP Phase I	17954.79	3168.49	21123.28	21123.28	Ended on March, 2004
NPEGEL	1134.59	378.19	1512.78	877.10	
KGBV	745.51	248.5	994.01		Fund placed at user end

Administrative Structure

Paschim Banga Rajya Prarambhik Siksha Unnayan Sanstha [(Organisation for Implementation of SSA / DPEP / NPEJGEL etc.)]

Working President, Governing Council, Hon'ble Minister-in-charge (School Education) Govt. of West Bengal

President Governng Council, Hon'ble Chief Minister, Govt. of West Bengal

Chairman, Executive Council (Principal Secretary / Secretary) School Education Department

[Members are the Secretaries of Finance Department, Mass Education Extension Department, Panchayat Department, Social Welfare Department, SC & TW Department, Health Department and others]

State project Director

Additional State Project Director

Finance & Accounts Officer

Deputy State Project Director

Administrative Officer

District SSA Committee

District Magistrate & District Project Director, SSA

Sabhadhipati & Chairman, District SSA Committee

District Project Officer (DPO)

Finance Officer

Deputy District Project Officer

Additional Distric Project Officer

Circle Resource Centre (CLRC) headed by Circle Project Coordinator (CPC)

Cluster Resource Centre (CRC)

Village Education Committee (VEC) at Gram Sansad Level [In Municipal Area, Ward Education Committee (WEC) at Ward level)]

List of Abbreviation used.

TLC = Total Literacy Campaign

EBB = Educationally Backward Block

DFID= Department for International Development

EC = European Commission

CLRC= Circle Resource Center

SSK = Sishu Shiksha Kendra

MSK = Madhyamik Shiksha Kendra

SSP = Sishu Siksha Prakalpa

NPEGEL= National Programme for Educational of Girls at Elemenatary Level.

SSA = Sarva Siksha Abhiyan

ECCE = Early Childhood Care & Education

NER = Net Enrolment Rate (Enrolment of 5+ to 8+ Age Group/9+ to 13+ Age Group)

GER = Gross Enrolment Rate (Enrolment of overage + Enrolment of underage and Enrolment of 5+ to 8+ Age Group / 9+ to 13+ Age Group)

VARIOUS INCENTIVE PROGRAMMES IN PRIMARY EDUCATION AND ITS IMPACT

Dr. SWAPAN KUMAR ROY, WBSES.
Deputy Director of School Education (Rural Primary) West Bengal.

INCENTIVE:- The Kothari Commission of 1964 & subsequently the national educational policy 1968 endorsed the concept of universalisation of Primary Education. The national policy of education (NPE, 1986) also stressed this. Inspite of all those and the constitutional provision for free primary education for the age group of 6 - 14, the same could not be achieved till today. To achieve the above end and in order to give effect to the Principal of equitable opportunity for all through education, priority has to be given to :- a) Education for women and in particular girls of a school going age, (b) education for other backward sections of the populations like SC & ST people. (c) Convegence of service like the provision of nutrition (through a mid - day meal programme) for children which will help to reduce the drop out rate & (d) making education universally desired, through a change the curricular and in the education system and relating education to needs of the people. Inspite of the best effort, the situation has not changed remarkably. It is seen that GER for class 1 - 5 is quite low in the state when compare to the target of universalisation of primary education. more over the GER of girls is low in comparison to same of boys.. It indicates that more efforts are need for improving the GER of girls as well as the GER at the Primary stage.

GROSS ENROLMENT RATIO (1997- 1998)

Class	Total	Boys	Girls
I - V	92.2	98.5	85.6
VI - VIII	47.1	54.2	39.5

The data of drop out rates of students reveal that in a period of Five years total drop out rate at primary stage increased marginally, while same for the girls increase substantially. But at the class I - VIII substantial increase in the rate of total drop out rate was noted. The overall drop out rates both at Primary and elementary levels are to be minimised through state endeavours to attain universilasation of elementary education.

Drop out rates

	1993 - 1994		1997 - 1998	
	I - V	I - VIII	I - V	I - VIII
Girls	45.76	43.96	54.00	71.11
Total	40.43	46.67	40.90	69.08

Various incentive scheme have been undertaken in the for state for achieving the target of UEE Some of these are:-

1. **MID DAY MEAL :-** Programme of mid - day meal such as cooked food, as well as the dry food is an important incentive scheme with the financial involvement of the State & Central Govt. The aim is to enroll all eligible children in the field of Primary Education and to increase their participation / attendance rate. This scheme helps to increase the retention rate and reduces the drop out rates. Previous dry foods had been distributed to the pupils through active participation of the district administration, Zilla Parishad, Food & Supply department & Primary School teachers. At present state government started to supply cooked food under mid - day meal scheme and for this purpose about Rs. 42 Crores is sanctioned per month to the District Magistrate excepting Darjeeling Gorkha Hill Council & Kolkata Municipal Corporation where Principal Secretary Darjeeling District & District Inspector of Schools (P.E) Kolkata is authorised to draw and disbures the sanctioned amount.

2. **FREE TEXT BOOKS :-** To avoid the cases of left out children due to want of books, the state government supplies text books free of cost to all the students of the recognised primary schools between class - I to V. The Director of School Education operates the entire scheme of printing and distribution of text books. The West Bengal

Board of Primary Education is being under taken the responsibilities for revision of curriculam and Text Books and finalisation of manuscripts of the Text Books. This is done by the Primary Board with the help of the State Council of Educational Reserch and Training (SECRT).

Books in six languages namely Bengali, Hindi, Urdu, Nepali, Olchiki & Oriya are distributed to the student, out of these five titles are printed by Directorate of the School Education in printing press. Oriya medium books for class I - IV are collected from the Orissa Government free of cost and distributed to the Oriya medium schools in the state. After the printing of the books, those are sent to the district head quarters and stored in the district godown. From the district godown books are sent to the block level godown, from where the books in turned are sent to the municipality and Gram panchayats. From the municipality and grampanchayats books are distributed to the students through schools. During the year 2004 - 2005 School Education Department spent Rs. 29 Crore for the purpose of printing of 5.50 Crore of nationalised Text books.

NUMBER OF BOOKS DISTRIBUTED AND EXPENDITURE INCURRED ON PRIMARY EDUCATION :-

Financial Year :-	1986 - 1987	1996 - 1997	2003 - 2004
Academic Year :-	1987 - 1988	1997 - 1998	2004 - 2005
No of title of books	72	84	90
No of books distributed (In crores)	2.3	3.0	5.50
Total expenditure incurred (Rs. in Crore)	8.0	14.47	29.0

3. **SCHOOL DRESS :-** The GER for the girl students is found to be lower and drop out rate for the girl students is found to be higher in comparison to the boys. To increase the girl enrolment as well as their retention school dress is an effective incentive programme in primary education. Upto the year 2000 - 2001, the state government made a provision of supply of school dress to 100% girl student belonging to SC/ST communities and 25% of Girl student of the general categories including other backward classes of primary schools and junior basic schools. But with effect from the 2001- 2002 supply of school dress is made to all the girl student (Class -I - V) of all primary & junior basic schools. This will be of great help to increase enrolment and retention, specially of girl student, in primary education towards achievement of goal of universaliation in primary education. In the year 2004 - 2005, the expenditure for supply of school dress (Rs. 65/- per girl student) was incurred out of the SSA approved project budget. The actual responsibility for placement of purchase order and distribution of school dress to the students through Sub - Inspector of schools rest on the authorities of the primary school council of the district.

4. **SCHOOL SPORTS :-** Yearly school sports is also one of the incentive programmes which has long been implemented by the state government in the field of primary education. It involves all student of primary & junior basic schools and leads to their balanced physical and mental growth through competitive sports events at six different level, such as school / anchal / circle /sub division / district & lastly state. These sports meet involves active participation of Student, Teachers, Guardians, Panchayats, Municipalities, District Primary School Council, SI/S, Officer of the DI/S; District Physical Education and Youth Welfare officer and lastly physical Education cell of the DSE. The successful competitors of State level meet are awarded scholarship for their achievement. An involvement of an amount of Rs. 30 Lakhs sanctioned by the School Education department and local collection from the locality of sports meet & Panchayat is made to implement the programme successfull. To generate more interest among Pry Schools students and to increase community participation fecility for more games and sports are to be provided in Primary Schools.

Apart from the above mention some incentive schemes are also proposed under SSA activity. These are as follows :-

A) **INCENTIVES FOR ENROLMENT OF OUT OF SCHOOL CHILDREN :-** To achieve the goal of UEE, 100% enrolment is must. Enrolment day is being observe for a last few years in each school for successfull enrolment drive. But still we are far from target of 100% enrolment. For achieving the universal enrolment, provision has been

made for incentives to VEHC / WEHCs / MC for enrolment of out of school children)Primary / Upper Primary). This type of incentive is admissible only to those VEHSs / WEHCs ? MCs which will fullfil the condition such as 1) a proper list of out of school children (OOSC, both Primary & upper Primary) as on Sept 2004 is maintained. 2) at least 50% of OOSC, enrolled after Sept 2004 should complete the full academic year and transit successfull to the next grade. The condition imposed for achieving the incentive is helpfull for enrolment, retention as well as qualitative improvement through community mobilisation.

B) AWARDS TO GIRLS :- An award to girls for better performance and better attendance is proposed in the activity in the girls education under SSA. This award is restricted 57 CLRS's distributed in educationally backward blocks (EBBs) where the gender gap relating to literacy is higher than national average. The amount of award is cash equivalent of Rs. 1000/- per CLRC. This will ensure the retention & qualitative improvement of the girl student in EBBs.

C) AIDS AND APPLIANCE TO CWSN :- In the IED activity Children With Special Needs (CWSN) have been identified and enrolled in primary school. A total number of 82624 children have been identified in 190 number of blocks and in 43 Municipalities out of which 46647 CWSN have been enrolled in Primary Schools. Aids and appliances such as wheel chair / Cratch / Tri Cycle / hearing aids have been distributed to a total number of 11715 numbers of children with special needs. This will encourage and motivate these children WSN for education in schools.

CRITICAL POINT FOR DISCUSSION :- These point may be discussed with peer groups as regard to the effectiveness of the incentive schemes :-

1. Is Mid - Day meal effective for qualitative improvement ? Does it affect teaching and learning process?
2. Is Mid - meal programme usefull equally for all the schools? Or it is only usefull in the school of backward area, where GER is low and drop out rate is high?
3. Is school dress for boys also necessary to achieve the goal of UEE?
4. Incentive in the form allowances for teachers in the schools of remote area may be effective for increasing teachers pupil ratio is it?

সর্বশিক্ষা অভিযান : সমস্যা থেকে সমাধান ঃ একটি অন্বেষণ

দিব্যগোপাল ঘটক

উপ-শিক্ষা অধিকর্তা, পঃ বঃ সরকার

পটভূমি :

মানবাধিকার ঘোষনাপত্রে (১৯৪৮) শিক্ষা নিয়ে দু-একটি খুবই গুরুত্বপূর্ণ কথা বলা হয়েছিল। বলা হয়েছিল-সকলেরই শিক্ষার অধিকার আছে। আরও বলা হয়েছিল শিক্ষা হবে 'free'। এ কথার পরে একটা 'at least' জুড়ে বলা হয়েছে, অন্ততপক্ষে প্রাথমিক এবং বুনিয়াদী স্তরে শিক্ষা 'free' হবে। তারপরে বলা হয়েছে প্রাথমিকস্তরের শিক্ষা হবে বাধ্যতামূলক। ১৯৫০ সালে UNESCO-র পরিসংখ্যানে দেখা যাচ্ছে পৃথিবীর ১৫৭.৯ কোটি বয়স্ক (১৫০র বেশি) মানুষের মধ্যে নিরক্ষর ছিলেন ৪৪ শতাংশ বা ৭০ কোটি। এই অর্ধেক নিরক্ষর জনগণের অধিকাংশই ছিলেন এশিয়া, আফ্রিকা এবং লাতিন আমেরিকায়। অন্যদিকে দ্বিতীয় বিশ্বযুদ্ধের ভয়ঙ্কর স্মৃতি বিশ্বজুড়ে বন্ধুত্ব, ধৈর্য্য, শান্তি এবং বোঝাপড়া গড়ে তোলার সপক্ষে আন্তর্জাতিক উদ্দ্যোগ গ্রহণে চাপ দিচ্ছিল। তাই দেখা যায় মানবাধিকার ঘোষনাপত্রের ২৬নং অনুচ্ছেদে বলা হল শিক্ষাকে প্রবাহিত করতে হবে মানুষের ব্যাক্তিত্বের পরিপূর্ণ বিকাশের অভিমুখে। এরপর ৪০ বছর কেটে যায় পরিকল্পনা আর নীতি নির্ধারণ করতে। ১৯৯০ সালে জনগণনার পরিসংখ্যান দেখলে বোঝা যায় দেশে তখনও ৪০ শতাংশ মানুষ নিরক্ষর।

১৯৯০ সাল। থাইল্যান্ডের জমতেইন শহরে ৫-৯ মার্চ বিখ্যাত World conference for Education for All সংঘটিত হয়। ১৫৫ দেশের ১৫০০ মন্ত্রী, শিক্ষাবিদ্, বিশেষজ্ঞ, স্বেচ্ছাসেবী কর্মীদের উপস্থিতিতে এই সম্মেলনে এক চরম বাস্তবের বর্ণনা করা হয়।

- → More than 100 million children including at least 60 million girls, have no access to primary schooling.
- → More than 960 million adults, two-thirds of whom are women are illiterate.
- → More than one third of the World's adult have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change.
- → More than 100 million children and count less adults fail to complete basic education programme; million more satisfy the attendance requirements but do not acquire essential knowledge and skills.

ঘোষনাপত্রে প্রথমেই প্রতিটি মানুষের 'Basic Learning Needs' পরিপূরণকেই জমতেইন সম্মেলনের উদ্দেশ্য হিসাবে চিহ্নিত করা হয়েছে। এতে ওরা বুঝিয়েছেন: "Knowledge, skills, values and attitudes required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning" আরও বলা হয়েছে Basic Learning শুধুমাত্র basic education এর উপর ভিত্তিশীল নয়। এটা সারাজীবনধরে প্রবাহিত।

এরপরে গুরুত্বপূর্ণ পরামর্শ হচ্ছে শিক্ষণ (teaching) থেকে শিখন (learning) যেন বেশি গুরুত্ব পায়। "The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organised programmes and completion of certification requirements." এরপর বলা হয়েছে, পুষ্টি, স্বাস্থ্যপরিষেবা এবং আবেগ নির্মাণের ক্ষেত্রে যথেষ্ট সাহায্য না পাওয়া গেলে শিখন ঘটিয়ে তোলা কঠিন। এই লক্ষ্যে রাষ্ট্রীয়, প্রাদেশিক এবং স্থানীয় সংস্থাসমূহের মধ্যে Partnership গড়ে তোলার পরামর্শ দেওয়া হয়েছে। আর বলা হয়েছিল "a transfer from military to educational expenditure." এই প্রসঙ্গে 'a frame work for action' গড়ে তোলা হয়েছিল। তাতে বলা হয়েছে ঃ

ক) ৯০ এর দশকের প্রথমার্ধেই দরিদ্র মানুষ ও শারীরিক ও মানসিক দিক থেকে অন্যরকমভাবে সক্ষম (people with different abilities) এই রকম শিশুদের জন্য শিশুবিকাশ কেন্দ্র গড়ে তুলতে হবে।

খ) ২০০০ সালের মধ্যে প্রাথমিক শিক্ষা সম্পূর্ণ করতে হবে।

গ) বয়স্কদের মধ্যে নিরক্ষরতার হারকে ১৯৯০ এর হারের অন্তত অর্ধেকে নামিয়ে আনতে হবে।

এরপরে ২০০০ সালে সেনেগালের রাজধানী ডাকারে আর এক ঘোষনাপত্র পাই। এখানে প্রায় ৩০০ স্বেচ্ছাসেবী সংস্থা শিক্ষার প্রসারে উপস্থিত হয়েছিলেন। এই ঘোষনাপত্রে জমতেইনের তালিকার গুণগত বিচার এবং প্রয়োগের দিকে বেশি জোর দেওয়া হয়।

আন্তর্জাতিক স্তরে যখন একের পর এক ঘোষনাপত্রের ছড়াছড়ি, ভারতবর্ষের ইতিহাসেও ঘটছে পরপর আত্মপ্রস্তুতির পর্যায়।

১৯৫০ সালে নির্দেশমূলক নীতিবদ্ধ ৪৫ তম সূত্রে বলা হল, the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

জমতেইন সম্মেলনের সুর টেনে ভারতে রামমূর্তি কমিশন ১৯৯০ সালে বললেন, "Now time has come to recognise 'Right to Education' as one of the foundamental rights of the Indian Citizen for which necessary ammendments to the Constitution may have to be made." ১৯৯২ সালে Convention on Rights of Child (CRC) এর ২৮নং অনুচ্ছেদে বলা হল, State parties recognise the right of the child to education and with a view to achieving this rights progressively, they shall in particular a) make primary education compulsory and available free to all." ১৯৯৩ সালে উন্নিকৃষ্ণন মামলায় বিচারক জীবন রেড্ডির দেওয়া ঐতিহাসিক রায়ে প্রশ্ন তোলা হল।

"Has it no significance? Is it a mere pious wish, even after 44 years of the constitution? Can the State flout the same directions even after 44 years on the grounds that the article merely calls upon it to 'endeavour to provide' the same? ১৯৯৬ সালে 'Common Minimum Programme' এ দুটো সিদ্ধান্ত নেওয়া হল।

1. resolves to make the right to free and compulsory elementary education into a fundamental right and to enforce it through suitable statutory measures.
2. Committee set up (Saikia Committee) to examine this proposal.

১৯৯৭ সালে সাইকিয়া কমিটি শিক্ষাকে মৌলিক নীতির অন্তর্ভূক্ত করতে সুপারিশ জানালেন। ১৯৯৭এ ৮৩ তম সংশোধনী বিলে ২১এ অনুচ্ছেদে সংযোজিত হল এবং তার ২নং অংশে বলা হল, "the right to free and compulsory education referred to in clause I shall be enforced in such manner as the State may, by law, determine.

১৯৯৭ সালেই Parliamentary Standing Committee Report বলল, "The centre should prepare one simple legislation with some skeletal framework." ফলশ্রুতিতে ২০০০ সালে 'সর্বশিক্ষা অভিযানের নীতি গৃহীত হল, অন্যদিকে ২০০১ সালে ৯৩ তম সংবিধান সংশোধনী বিল এলো। তাতে সংবিধানের ২১এ অনুচ্ছেদ সম্পর্কে বলা হল, "The State shall provide free and compulsory education to all children of the age of 6-14 years in such manner as the state may, by law, determine."

পরিশেষে আইন সভায় বিলটি গৃহীত হল এবং এই ভাবেই সংবিধানের ৮৬ তম সংশোধন ঘটে গেল ২০০২ সালে।

সর্বশিক্ষা অভিযান : কয়েকটি মূল কথা

প্রারম্ভিক শিক্ষাকে সর্বজনীন করতে এটি একটি সময় নির্দিষ্ট পরিকল্পনা,।

- বৈশিষ্ট্য

ক) একটি নির্দিষ্ট সময়সীমা

খ) গুণগতমানের শিক্ষা

গ) সামাজিক ন্যায় প্রতিষ্ঠার সুযোগ

ঘ) পঞ্চায়েত রাজ ব্যবস্থা, বিদ্যালয় পরিচালন সমিতি, অন্যান্য সরকারী বা স্থানীয় পরিচালন সংস্থার সঙ্গে কার্যকরী সংযোগ

ঙ) রাজনৈতিক সদিচ্ছা

চ) কেন্দ্রিয়, রাজ্য এবং স্থানীয় সরকারের সঙ্গে যৌথ দায়িত্ব

ছ) শিক্ষা নিয়ে রাজ্যে নিজস্ব অন্তর্দৃষ্টি (vision) এবং পরিকল্পনা নির্মাণ

- লক্ষ্য ও উদ্দেশ্য

ক) ২০০৩ এর মধ্যে সমস্ত শিশুকে কোনো না কোন শিক্ষা প্রতিষ্ঠানে ভর্তি করা

খ) ২০০৭ এর মধ্যে পাঁচবছরের প্রাথমিক শিক্ষা সম্পূর্ণ করা

গ) ২০১০ সালের মধ্যে আট বছরের প্রারম্ভিক শিক্ষা সম্পূর্ণ করা

ঘ) শিক্ষার গুণগত মানোন্নয়ন ঘটানো

ঙ) ২০০৭ এর মধ্যে প্রাথমিক স্তরে এবং ২০১০ এর মধ্যে প্রারম্ভিক স্তরের শিক্ষায় লৈঙ্গিকও সামাজিক বৈষম্য দূর

চ) ২০১০ সালের মধ্যে সব শিশুকে অষ্টম শ্রেণি পর্যন্ত শিক্ষায় যুক্ত রেখে সর্বজনীন শিক্ষা সম্পূর্ণ করা

- মূল মূল কৃৎকৌশল

ক) প্রাতিষ্ঠানিক সংস্কার : প্রেরণ ব্যবস্থা (delivery system) কে উন্নত করতে প্রচলিত দপ্তর, করণ এবং সরকারী ও আধাসরকারী অফিসগুলির সংস্কারের কাজ গ্রহণ করা

খ) দীর্ঘস্থায়ী আর্থিক দায়িত্ব : শিক্ষা সংস্কারের ফলাফলকে দীর্ঘস্থায়ী করতে কেন্দ্র ও রাজ্য সরকারের দীর্ঘস্থায়ী আর্থিক দায়িত্ব গ্রহণ

গ) সমাজের স্বাধিকারবোধ (Community Ownership) : কার্যকরী বিকেন্দ্রীকরণের মাধ্যমে সমাজের মানুষের মধ্যে শিক্ষা বিষয়ক স্বাধিকারবোধ জাগ্রত করে তোলা

ঘ) প্রতিষ্ঠানিক সক্ষমতাবৃদ্ধি : রাজ্য থেকে উপজেলা স্তর পর্যন্ত সমস্ত প্রতিষ্ঠান গুলির সক্ষমতা বৃদ্ধি

ঙ) মূলস্রোতের শিক্ষাপ্রশাসনের উন্নতিসাধন

চ) সমাজ নির্ভর পরিদর্শন ব্যবস্থা

ছ) জনবসতিকে পরিকল্পনার ক্ষুদ্রতম একক করে ফেলা

জ) বিশেষ নজরভূক্ত শ্রেণির (Special Focus Group) প্রতি গুরুত্ব

ঝ) গুণগত মানের উপর গুরুত্ব প্রদান

ঞ) শিক্ষকের ভূমিকাকে আরও উন্নত করা

ট) জেলা ভিত্তিক পরিকল্পনা নির্মাণ

উপরে বর্ণিত সমস্ত কৃৎকৌশল গুলিকে কেন্দ্র করে যে গুরুত্বপূর্ণ বিষয় বেরিয়ে আসে তা হল :

ক) পরিকল্পনা খ) বৈষম্য বিমুক্ত ব্যবস্থা গ) গুণগতমান উন্নয়ন

ক) পরিকল্পনা :

শিক্ষা পরিকল্পনার ধারাকে মূলত তিনটি বৈশিষ্ট্যে ভূষিত করা যায় —

i) বসতি স্তর থেকে উর্দ্ধমুখি পরিকল্পনা

ii) সহভাগী অংশগ্রহণমূলক কর্ম পরিকল্পনা

iii) জনগনের অংশদারিত্ব

উপরের বিষয়গুলি ফলপ্রসূ করতে যা করা প্রয়োজন —

ক) গ্রাম ভিত্তিক পরিকল্পনা সভা

খ) দল বিভাজন ও আলোচনা

গ) দল বিবরণী পেশ

ঘ) যৌথ কর্ম পরিকল্পনা (আগামী এক বছরের জন্য)

ঙ) দায়িত্ব বন্টন ও পরবর্ত্তী সভার জন্য প্রস্তুতি গ্রহণ

যেকোন বসতি পরিকল্পনায় তিনটি ভাগ থাকে —

১) বর্তমান পরিস্থিতির বিচার ও আগামী দিনের লক্ষ্য নিরূপন

২) উন্নয়নে জনগনের দায়িত্ব

৩) এই লক্ষ্যপূরণে উর্ধতন কর্তৃপক্ষের কাছে জনগনের চাহিদা

এ ক্ষেত্রে গুচ্ছ সম্পদ কেন্দ্র গুলির দায়িত্ব অপরিসীম। এই কেন্দ্রের দায়িত্বে যিনি থাকবেন তিনি হবেন একজন দক্ষ পরিচালক (manager)। তিনি মানব সম্পদের যোগ্য ব্যবস্থাপনার জন্য নিচের কৌশলগুলি অবলম্বন করতে পারেন।

i) তিনি নিজে কোনো সিদ্ধান্তগ্রহণ করবেন না বরং গৃহীত সিদ্ধান্ত গুলির সঙ্গে উপস্থিত জনসাধারন যাতে নিজেদের একান্ত ভাবে একাত্ম অনুভব করতে পারেন তার ব্যবস্থা করতে হবে।

ii) ঐ সিদ্ধান্তকে কার্যকরী করার জন্য তিনি জনসাধারনের যে পাশে আছেন - তা বোঝানোর চেষ্টা করবেন।

iii) যে কোনো কর্মোদ্দ্যোগকে স্বীকৃতি দেবেন; এমনকি ব্যর্থ হলেও তার দিকে সদর্থক দৃষ্টি দিতে হবে।

এই অনুপরিকল্পনাগুলিকে তিনি বিভিন্ন স্তরে সংগ্রথিত করে School mapping এর ব্যবস্থা করতে পারেন। এইভাবে শেষে গুচ্ছ সম্পদ কেন্দ্র বা ব্লক আলোচনা সভা করে জেলা পরিকল্পনার জন্য প্রয়োজনীয় তথ্য ও সুপারিশ পাঠাতে পারেন।

খ) বৈষম্য - বিমুক্ত ব্যবস্থা :

সামাজিক বৈষম্যের ছায়া শ্রেনিকক্ষে পড়া স্বাভাবিক। শিক্ষা, অভিভাবক, এমনকি শিশুরা দীর্ঘদিন ধরে একটি অপরিশোধিত বাতাবরণে থেকে ঐ বৈষম্যকে যে শ্রেণিকক্ষেও বহন করে আনবেন - এটাই স্বাভাবিক। এ ক্ষেত্রে বিদ্যালয়কেই এই সমস্যা নিরূপণ এবং সংশোধনের পরিকল্পনা করতে হবে। এ ক্ষেত্রে যে চারটি ক্ষেত্রে এই বৈষম্য ব্যাপক তা হল ঃ

i) বালিকা / শিশুকন্যা

ii) তপশীলী জাতি / উপজাতি সম্প্রদায়ের শিশু

iii) বিশেষ চাহিদাভূক্ত শিশু

iv) শহরে বসবাসকারী বঞ্চিত শিশু

- প্রথম, দ্বিতীয় এবং চতুর্থ রকমের শিশুদের জন্য কিছু এলাকাকে চিহ্নিত করা যেতে পারে এবং অনুপরিকল্পনা থেকে সমীক্ষা পর্যন্ত সমস্ত কাজ 'pilot project' হিসাবে করা যেতে পারে। এ ছাড়াও নিচের কাজগুলি গ্রহণ করা যেতে পারে—

i) মায়েদের যুক্ত করার জন্য মাতা-শিক্ষা সমিতি গড়া

ii) বিশেষ কোচিং ক্যাম্প খোলা

iii) বয়ঃসন্ধির বালিকাদের জন্য শিবির

iv) ভর্তি ও ধরে রাখার জন্য বিশেষ উদ্যোগ

v) পরিপূরক শিক্ষা প্রতিষ্ঠান খোলা

vi) হোস্টেল ব্যবস্থা

vii) কমিউনিটি স্বেচ্ছাসেবী নিয়োগ

viii) প্রশিক্ষন

ix) বিনামূল্যে পুস্তক ও পোষাক বিতরণ

x) উপযুক্ত পরিদর্শন ব্যবস্থা জোরদার করা

xi) গৃহে ব্যবহৃত ভাষার সঙ্গে বিদ্যালয়ের ভাষার যোগসূত্র রচনার বিশেষ উদ্যোগ

xii) মক্তব ও বেসরকারী মাদ্রাসা গুলিকে আধুনিকীকরণের ব্যবস্থা গ্রহণ

xiii) একই ভাষা-ভাষীর শিক্ষক অধিক সংখ্যায় স্থানীয় চাহিদা অনুসারে নিয়োগ

xiv) শিক্ষা প্রতিষ্ঠানের সময় নির্ধারণ

- বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য সর্বশিক্ষা অভিযানে শিশু পিছু বছরে ১২০০ টাকা বরাদ্দ আছে। এই টাকাকে ব্যবহার করার জন্য নিচের কাজগুলি করা যেতে পারে —

i) প্রাথমিক সমস্যা নিরূপণ

ii) চিকিৎসকের সাহায্য নিয়ে প্রতিবন্ধকতার পরিমাপ ও চাহিদা নির্ধারণ

iii) যন্ত্র সরঞ্জাম দান

iv) সামগ্রীর সাহায্য (বই, পোষাক, সম্পদ কেন্দ্র ইত্যাদি)

v) প্রশিক্ষণ

vi) বাবা-মা ও শিশুদের পরামর্শদান

vii) বিদ্যালয় স্থাপত্যে কিছু নতুন ব্যবস্থা

viii) সমাজের দৃষ্টিভঙ্গি বদলের ডাক

ix) যথাযোগ্য পরিদর্শন

x) সমীক্ষা ও গবেষনা

এছাড়াও যে শিশুরা বয়সের কারণে শিক্ষার আওতাভুক্ত হয়নি, তাদের জন্যও প্রাক্ প্রাথমিক সেবা ও শিক্ষার ব্যবস্থা করা যেতে পারে। সরকারের দায়িত্বপ্রাপ্ত দপ্তরের সঙ্গে সহযোগ স্থাপন করে সর্বশিক্ষা অভিযান অন্তত: ৪/৫ বছরের শিশুদের জন্য বিশেষ পরিকল্পনা নিতে পারে। এই উদ্যোগ প্রয়োজন বিদ্যালয়ে যাওয়ার অভ্যাস গড়ে তুলতে এবং তার শ্রবণ, দর্শন ও কথন সামর্থ্যে অভিমুখীকরণের স্বার্থে। এর জন্য নিচের কাজগুলি গ্রহণ করা যেতে পারে।

i) বিদ্যালয়ে প্রাক্ প্রাথমিক শিক্ষার অঙ্গীভবন

ii) উপযুক্ত সামগ্রী নির্মাণ ও যোগান

iii) স্বেচ্ছাসেবী / অঙ্গনওয়াড়ী কর্মীদের নতুন ভাবনায় প্রশিক্ষণ

iv) প্রস্তুতি কর্মসূচি (School Readiness Programme) শুরু করা

গ) গুণগতমানের শিক্ষা :

সর্বশিক্ষায় গুণগতমানের শিক্ষা সুনিশ্চিত করতে যে কয়েকটি বিষয়ে নজর রয়েছে তার মধ্যে কয়েকটি হল সামগ্রীর যোগান পর্যায়ে (input), কয়েকটি প্রক্রিয়া (process) স্তরে এবং খুব কমই ফলাফল (output) স্তরে।

সামগ্রী **(Input)**	প্রক্রিয়া **(Process)**	ফলাফল **(Output)**
i) PTR অনুসারে শিক্ষক নিয়োগ	i) শিক্ষক প্রশিক্ষণ	i) পার্বিক মূল্যায়ন গুলিতে উন্নত ফলাফল
ii) ভাল পাঠ্যপুস্তক নির্মাণ ও যোগান	ii) বিভিন্নস্তরে মূল্যায়ন (বহিঃ মূল্যায়ন ও বিদ্যালয় ভিত্তিক মূল্যায়ন)	ii) সমীক্ষা থেকে লব্ধ শিক্ষা
iii) চক্র সম্পদ কেন্দ্র নির্মাণ	iii) সম্পদক্ষেত্র গুলি চালু রাখার জন্য অর্থ ব্যয়	
iv) পঠন-পাঠন উপকরণ প্রদান	iv) দূর শিক্ষাক্রমের ব্যবহার	
v) সম্পন্ন শিক্ষক নিয়োগ	v) খেলাধুলায়/সাংস্কৃতিক কাজে উৎসাহদান	
	vi) জীবনশৈলী শিক্ষায় প্রশিক্ষণ	

আপাততঃ যোগান ও প্রক্রিয়াস্তরে যে যে কাজ সর্বশিক্ষা অভিযান করতে পারে, তার মধ্যে উল্লেখযোগ্য হল —

i) শিক্ষক নিয়োগ : এ রাজ্যেও প্রথমে অনুশিক্ষক পরে স্থায়ী শিক্ষকের পদে শিক্ষক নেওয়া শুরু হয়েছে

ii) পঠন-পাঠন সামগ্রী : বছরে ৫০০ টাকা প্রতি শিক্ষক পিছু সামগ্রী দেওয়ার ব্যবস্থা আছে

iii) ইতিমধ্যে বিভিন্ন পর্ষদ কর্তৃক ভাল পাঠ্যবই তৈরীর কাজ শুরু হয়েছে। পঞ্চম শ্রেণি পর্যন্ত বিনামূল্যে এবং অষ্টম শ্রেণি পর্যন্ত পিছিয়ে পড়া শ্রেণির জন্য বিনামূল্যে পাঠ্যবই দেওয়ার ব্যবস্থা হয়েছে।

iv) চক্রসম্পদকেন্দ্র নির্মিত হয়েছে; কিছু কিছু কর্মসূচি গৃহীত হয়েছে। সম্পন্ন শিক্ষকের নিয়োগ হয়েছে।

v) বিদ্যালয় ভিত্তিক মূল্যায়ন ছাড়াও বহিঃমূল্যায়ন নেওয়ার ব্যবস্থা হয়েছে।

vi) শিক্ষকদের প্রশিক্ষনের জন্য বছরে ২০ দিন এবং অন্যক্ষেত্রে নতুন শিক্ষকের জন্য ৩০ এবং ৬০ দিনের প্রশিক্ষনের ব্যবস্থা আছে। কিছু কিছু প্রশিক্ষনও শুরু হয়েছে।

তবু একটা প্রশ্ন থেকে যায় এই ধরনের কাজ আদৌ শিক্ষার ফলাফল পরিবর্তনের সাহায্য করতে পারে কিনা। এটা বুঝতে গেলে সার্বিক গুণমান পরিচালনা (Total Quality Management) সম্পর্কে ধারনা থাকা দরকার।

সার্বিক গুণমান পরিচালনা (**Total Quality Management**) বলতে কী বোঝায়?

সার্বিক গুণমান পরিচালনার মধ্যে তিনটি শব্দ আছে। এর মধ্যে গুণমান শব্দটি সবথেকে গুরুত্বপূর্ণ। গুণমান শব্দটি এতই গতিশীল যে এর সঠিক সংজ্ঞা প্রয়োগ করা কঠিন। তবে সরাসরি সজ্ঞায় না গিয়ে শেজওয়াকার (Shejwalker) যে ব্যাখ্যা দিয়েছেন তাতে গুণমানের অর্থ কিছুটা ধরা পড়ে। তিনি বলেছেন, "গুণমান মূলত অর্থ, প্রতিভা এবং কৃৎকৌশলের বিনিয়োগে প্রস্তুত এক স্বচ্ছন্দ সম্পদ। গুণমান ভাসাভালাভাবে অর্জন করা যায় না। কোনো গুনমানই আকস্মিক নয়, বরং স্বনির্বাচিত, দুর্ঘটনা নয়, বরং পরিকল্পিত এটি কোনো শেষ লক্ষ্য নয় বরং নিরবচ্ছিন্ন যাত্রা। গুনমানের উদ্দেশেই এই যে যাত্রা তা এমন একটি উপভোক্তাচিহ্নিত দৃষ্টিভঙ্গি (Customer-foucussed approach) যা পরিকল্পনা, বাস্তবায়ন, মূল্যায়ন এবং সিদ্ধান্ত গ্রহণের এক স্বনির্ভর ব্যবস্থা গড়ে তুলতে এবং তার মাধ্যমে প্রক্রিয়া, উৎপাদন এবং পরিষেপায় ক্রমাগত উন্নয়নের ধারাকে বজায় রাখতে সাহায্য করে। তাই গুণমানের সঙ্গে 'সার্বিক পরিচালনা'-র একটি স্বতঃস্ফূর্ত সম্পর্ক রয়েছে। এই সার্বিক গুণমান পরিচালনার পাঁচটি গুরুত্বপূর্ণ ক্ষেত্র হল ঃ (চিত্র নং ১)



(চিত্র নং ১)

১. পরিকল্পনা

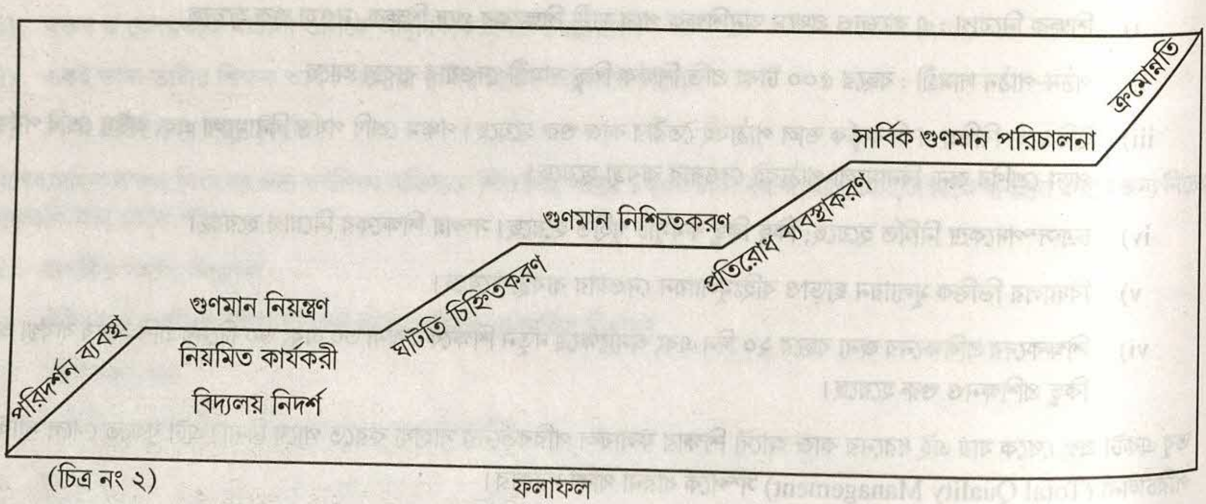
২. উপদেশ ও কৌশলগত নির্দেশনা

৩. কর্মী প্রশিক্ষণ

৪. সহায়তাদান পদ্ধতি

৫. উপভোক্তাদের অভিযোগ ও দাবি অনুসারে সম্পদের গুণমান বৃদ্ধি

শিক্ষাক্ষেত্রে দেখা যায়, বিদ্যালয় সহ বিভিন্ন শিক্ষাকরণগুলির লক্ষ্যনির্ভর পরিকল্পনা এবং তার জন্য ক্রমাগত পরিদর্শন না থাকায় সামগ্রিক ভাবে গুণনাম সুনিশ্চিতকরণ সম্বব হয় না। সেই সঙ্গে উপযুক্ত পাঠদান পদ্ধতি এবং শিক্ষকদের প্রশিক্ষণ দানও বিশেষ গুরুত্বপূর্ণ। সর্বোপরি অভিভাবক ও সামাজের মানুষের দাবি এবং অভিযোগ অনুসারে সমস্ত কৃৎকৌশলকে আরও ফলদায়ক করে গড়ে তোলার ব্যবস্থাই হল সার্বিক গুণমান পরিচালনা।



(চিত্র নং ২)

এখানে পরিদর্শনের একটা বড় ভূমিকা রয়েছে। পরিদর্শন ব্যবস্থা জোরদার ও নিয়মিতি হলেই যে সার্বিক গুণমান পরিচালনায় পৌঁছানো সহজ হবে তা নয়। নিয়মিত পরিদর্শন থেকে সার্বিক গুণমান পরিচালনায় পৌঁছাতে তাই অন্তত আরও দুটি ধাপ পেরোতে হয়। সেগুলি হল গুণমান নিয়ন্ত্রণ এবং গুণমান সুনিশ্চিতকরণ। অন্যদিকে ফলাফলের দিক থেকে বিচার করলে দেখা যাবে এই মাত্রা নিয়মিত পরিদর্শন দিয়ে শুরু এবং শেষ হয ক্রমাগত উন্নয়নে। এই বিষয়টিকে একটি রেখাচিত্র (চিত্র নং ২) দিয়ে ব্যাখ্যা করা যায়। এখানে প্রক্রিয়াগুলি হল পরিচালন ব্যবস্থা, গুণমান পরিচালনা, অন্যদিকে ধাপে ধাপে যে ফলাফল দেখতে পাই তা হল নিয়মিত কার্যকরী বিদ্যালয় পরিদর্শন, ঘাটতি চিহ্নিতকরণ, প্রতিরোধ ব্যবস্থাকরণ এ ক্রমোন্নতি।

রেখাচিত্রটিকে (চিত্র নং ২) দুটি ভাগে বিভক্ত করে সমগ্র বিষয়টি দেখানো হয়েছে। (ক) প্রক্রিয়া এবং (খ) ফলাফল। এছাড়াও আরও একটি বিষয় খুব গুরুত্বপূর্ণ তা হল সরবরাহ করা সামগ্রী।

যে কোনো বিদ্যালয়ে ক্রমোন্নতি হচ্ছে কিনা তা বিশ্লেষণের জন্য সরবরাহকৃত সামগ্রী—প্রক্রিয়া-ফলাফলের প্রকৌশলটি জেনে নেওয়া দরকার। সাধারণত যে কোন পরিচালক, তিনি প্রধান শিক্ষক হোন, গ্রাম শিক্ষা কমিটি বা ওয়ার্ড শিক্ষা কমিটির সভাপতি হোন অথবা কোনো পরিচালন সমিতির সম্পাদকই হোন, উন্নয়নের ক্ষেত্রে তাঁর দৃষ্টিভঙ্গি কী এবং কেমন এটাই বিচার্য বিষয়। এক্ষেত্রে কিছু পরিচালক সরবরাহকৃত সামগ্রী ও তার সঠিক প্রেরণকেই সব থেকে বেশি গুরুত্ব দেন। অন্যদিকে কেউ কেউ ব্যবহারের প্রক্রিয়া পদ্ধতির ওপর জোর দেন। যেমন ধরা যাক, প্রাথমিক বিদ্যালয়ে প্রতিটি শিশুর কাছে পাঠ্য-পুস্তকগুলি পৌঁছে দেওয়া অবর বিদ্যালয় পরিদর্শকের কাজ। যিনি খুব একনিষ্ঠ পরিদর্শক তিনি সঠিক সময়ে প্রতিটি শিশুর কাছে পুস্তকগুলি পৌঁছানোর চেষ্টা করেন। গুণমান পরিচালক হিসাবে তাঁর সমস্ত প্রচেষ্টা এই সরবরাহভিত্তিক কাজে নিয়োজিত। অন্যদিকে কোনো কোনো পরিদর্শক হয়তো তাঁর এই কাজের বাইরেও ওই পাঠ্যপুস্তক কিভাবে ব্যবহৃত হচ্ছে এবং তা পর্ষদ নির্ধারিত পথে ব্যবহৃত হচ্ছে কিনা তা দেখেন। এ কাজে তিনি হয়তো অতিরিক্ত কিছু পদক্ষেপও গ্রহণ করেন। এই উদ্যোগ পদ্ধতি নির্ভর। এতে গুণমান উন্নয়নের কিছু কাজ সুনিশ্চিত হতে পারে। ২ নং রেখা চিত্রে দেখা যাবে পরিদর্শনের মাধ্যমে গণমান নিয়ন্ত্রণ করা গেলে কিছু ঘাতিত ধরা পড়ে। এটি গুণমান সুনিশ্চিতকরণ-এর কাজে যথেষ্ট সাহায্য করে।

কিন্তু এতটা পথ গিয়েও একজন পরিচালক সার্বিক গুণমান পরিচালনার পর্যায়ে নাও পৌঁছাতে পারেন। এর জন্য ওই পরিচালকের অন্য আর এক দৃষ্টিভঙ্গি প্রয়োজন হয়। তা হল ফলাফলভিত্তিক পরিচালনার ইচ্ছা। পাঠ্যপুস্তক-এর ব্যবহার দেখার জন্য চাই উপযুক্ত পরিদর্শন ফর্ম। এই উপকরণটিকে কাজে লাগিয়ে সেইসব ক্ষেত্রগুলি চিহ্নিত করা দরকার যা শ্রেণিকক্ষে ব্যর্থতা আনছে। পরে ওই অসফলতা থেকে মুক্তি পেতে সংশোধনী কাজের ব্যবস্থা করা দরকার। অসলে ফলাফল হল শিশুর শিখনস্তর এবং মূল্যবোধের সংযোজন।

এক্ষেত্রে পাঠ্যপুস্তকে কেন্দ্র করে 'সরবরাহকৃত সামগ্রী—প্রক্রিয়া—ফলাফল প্রকৌশলটি বিশ্লেষণ করা যায়। ৩ নং চিত্রে দেখা যায় কোনো একটি বিদ্যালয়ে সঠিক সময়ে পাঠ্যপুস্তক সরবরাহ ও পাঠ্যপুস্তকের চর্চা অধিকতর গুরুত্ব পেলে ফলাফল হিসাবে পাওয়া যায় দুটি বিষয়ঃ (১) পাঠ্য পুস্তকের পাঠগুলি দ্রুত পড়তে বা কষতে পারা। (২) অনুশীলনী সহ বিভিন্ন সহ বিভিন্ন প্রশ্নের উত্তর লিখতে পারা। একই সঙ্গে বেশির ভাগ শিশুর উচ্চমানের নম্বর পাওয়ার বিষয়টিও এখানে বিশেষ গুরুত্বপূর্ণ।

সরবরাহকৃত সামগ্রী	প্রক্রিয়া	ফলা ফল
⇨ সঠিক সময়ে মুদ্রিত পাঠ্যপুস্তক	⇨ প্রতিদিন পুস্তকসহ বিদ্যালয়ে আসার রীতি আছে	⇨ পাঠ্যপুস্তকে উল্লেখিত পাঠ-গুলি দ্রুত পড়তে ও কষতে পারা
⇨ সঠিক সময়ে শিশুদের কাছে সরবরাকৃত পাঠ্য পুস্তক	⇨ পাঠ্য পুস্তককে কেন্দ্র করে পাঠ পরিকল্পনা করা	⇨ পাঠ্যপুস্তক ভিত্তিক প্রশ্নোত্তর ভালভাবে লিখতে পারা
	⇨ বার্ষিক পরিকল্পনা অনুসারে পঠন-পাঠন শেষ করা	⇨ শতকরা ৮০ ভাগ শিশুর ৮০% নম্বর পাওয়া
	⇨ পাঠ্যপুস্তকে উল্লেখিত অনুশীলনীগুলির নিয়মিত চর্চা	
	⇨ পাঠ্যপুস্তকের উপর ভিত্তি করে মূল্যায়ন পত্র তৈরী করা	
	⇨ পাঠ্যপুস্তকের ব্যাপক চর্চা	

(চিত্র নং ৩)

তবু একটা প্রশ্ন থেকেই যায়—পাঠ্যবই সঠিক সময়ে সরবরাহ করলে এবং পাঠ্যবই ভিত্তি করে শিক্ষকমশাই পাঠ পরিকল্পনা বা মূল্যায়ন পরিচালনা শতকরা ৮০ ভাগ শিশু ৮০ % নম্বর তুলতে পারবে বা পাঠ্যবই থেকে যে কোনো ধরনের পাঠ পড়তে বা প্রশ্নের উত্তর সুন্দরভাবে লিখতে পারবে এমন ভাবা যুক্তিযুক্ত কিনা। এর জন্য শিশুদের আর কী কী সাহায্য প্রয়োজন হয় তাও দেখা দরকার। অভিভাবকদের নজরদারি, পাঠ্যপুস্তক ছাড়া অন্যান্য সামগ্রীর পর্যাপ্ত জোগান এবং সর্বোপরি গৃহশিক্ষকের ভূমিকা এখানে কতটা কার্যকরী তা খতিয়ে দেখার প্রয়োজন আছে। যদি দেখা যায় সফল শিশুদের সার্থকতার চাবিকাঠি হিসাবে কাজ করছে ওই বিকল্প ব্যবস্থা, তবে বিদ্যালয় ব্যবস্থায় মূল দৃষ্টিভঙ্গির পরিবর্তন ঘটাতে হবে। সরবরাহকৃত সামগ্রীর উপর ভিত্তি করে পরিকল্পনা না করে এখন 'ফলাফল' ভিত্তিক পরিকল্পনা করতে হবে বিদ্যালয়কে 'শিশুর সামর্থ্যবিকাশের বিকল্পহীন অনুঘটক' হিসাবে গড়ে তুলতে অভীষ্ট ফলা ফল বিশ্লেষণ ভীষন জরুরি তাই সার্বিক গুণমান পরিচালনায় ফলা ফল-নির্ভর লক্ষ্য স্থির দিয়ে উদ্যোগ শুরু হলে প্রক্রিয়া স্তরেও কর্মসূচিতে বেশ কিছু মৌলিক পরিবর্তন ঘটে। ফলত সরবরাহকৃত সামগ্রীও অনেক বেশি ফলা ফল-নির্ভর হয়। পরিস্থিতি চাহিদা অনুসারে কোথায় বা কখন, কোন সামগ্রী অগ্রাধিকার পাবে তাও নিরুপণ করা সহজ হয়ে পড়ে। এই ভাবনা মাথায় রেখে ৪নং চিত্রে একটি বিশ্লেষণ দেওয়া হল।

ফলাফল	প্রক্রিয়া	সরবরাহকৃত সামগ্রী
⇨ পাঠ্য পুস্তকের সমজাতীয় পাঠ দ্রুততার সঙ্গে পড়তে, বুঝতে লিখতে পারা	⇨ পাঠ্য বইয়ের মান অনুসারে ঘাটতি বিশ্লেষণ করা	⇨ পাঠ্যপুস্তক
⇨ সাদৃশ্য-বৈশাদৃশ্য নির্বাচন কার্যকরণ সম্পর্ক নিরূপণ, যুক্তি পরম্পরায় বিশ্লেষন এবং সাধারণভাবে পর্যবেক্ষণ ক্ষমতা বৃদ্ধি	⇨ ঘাটতি পূরণের জন্য পাঠ্যপুস্তকের পাশাপাশি বিভিন্ন শিখন সামগ্রীর ব্যবহার	⇨ প্রয়োজন মাফিক বিভিন্ন লিখন উপকরণ
⇨ আত্ম বিশ্বাস প্রতিকূলতা উত্তোরণে উৎসাহ, আনন্দদায়কভাবে কাজ করার ইচ্ছা, দলবদ্ধভাবে গণ-তান্ত্রিক উদারতা বজায় রেখে কাজ করার ক্ষমতা বৃদ্ধি	⇨ শ্রেণিকক্ষে ও শ্রেণি কক্ষের বাহিরে বিদ্যালয় কৃত্যালিতে এমন কর্মসূচী নেওয়া যাতে শিশুর মধ্যে যুক্তিবোধ, পর্যবেক্ষণ ক্ষমতা, বর্ণনার ক্ষমতা, সাদৃশ্য-বৈশাদৃশ্য বিচার বোধ গড়ে ওঠে।	⇨ পর্যাপ্ত পঠন উপয়োগী স্থান
⇨ নেতৃত্বের দক্ষতা, পরিচ্ছন্নতা, সৌন্দর্যবোধ, রস-বোধ, গুছিয়ে কথা বলার দক্ষতা, সৌজন্যবোধ, শৃঙ্খলাবোধের বিকাশ	⇨ একইভাবে এমন কিছু কর্মসূচী নেওয়া দরকার যাতে শিশুর মধ্যে ব্যক্তিগত ও সামাজিক গুণের বিকাশ হয়।	⇨ প্রয়োজনীয় প্রত্যাদেশ
	⇨ শিক্ষকদের মধ্যে সহয়োগিতা, ঐক্যের পরিবেশ, দলগত গণতান্ত্রিক উদ্যোগ গ্রহণ	⇨ উদ্বুদ্ধ অভিভাবক জনসাধারণ
	⇨ প্রধান শিক্ষক, মা-বাব এবং সমাজের অন্যান্য মানুষের পরিচ্ছন্ন ভাবনা ও নেতৃত্ব গ্রহণ	⇨ প্রয়োজনীয় সংখ্যক শিক্ষক
	⇨ লক্ষ্য সামনে রেখে শিক্ষক প্রশিক্ষণ ও বিদ্যালয়ে অনু-পরিকল্পনা গ্রহণ	⇨ কার্যকরী কমিটি সদস্য
	⇨ বিভিন্ন উৎস থেকে প্রাপ্ত অর্থের সদ্ব্যবহারের জন্য লক্ষ্য-নির্ভর পরিকল্পনা এবং ক্রমাগত কর্মসূচি গ্রহণ	⇨ বিভিন্ন উৎস থেকে সরবরাহকৃত অর্থ
	⇨ সঠিক পরিদর্শন কর্মসূচি গ্রহণ এবং সার্বিক গুণমান পরিচালনা সম্পর্কিত ধারণার বিকাশ	⇨ সম্পদকেন্দ্র ও তার গৃহীত কর্মসূচী
	⇨ স্থানীয় সম্পদকেন্দ্রের উদ্দেশ্যে সঠিক পরিকল্পনা গ্রহণ।	

(চিত্র নং ৪)

গুণগত মানোন্নয়নের ক্ষেত্রে এই কর্মসূচির সাতটি অতি গুরুত্বপূর্ণ ক্ষেত্র আছে। এগুলি হল ঃ

(১) পরিচালন ব্যবস্থাপনা (Systems thinking)

(২) তথ্যভিত্তিক পরিচালন ব্যবস্থা (Management by fact)

(৩) দলগত কাজ (Team work)

(৪) অংশীদারি পরিচালনা (Participatory management)

(৫) মানবসম্পদ উন্নয়ন (Human Resource Development)

(৬) দীর্ঘমেয়াদী পরিকল্পনা (Long term planing)

(৭) নেতৃত্ব (Leadership)

১. পরিচালন ব্যবস্থাপনা ঃ

পরিচালন ব্যবস্থাপনা একটি মানবদেহের মতো। মানবমন ও হৃদয়ের মতো ব্যবস্থাপনার অন্তরস্থলে থাকে দূরদৃষ্টি, উদ্দেশ্য ও লক্ষ্য। কোনো বিদ্যালয়ের লক্ষ্যভিত্তিক বার্ষিক বা দীর্ঘমেয়াদী পরিকল্পনা না থাকলে ব্যবস্থাটি সার্বিকভাবে উন্নত হতে পারে না। এর সঙ্গে সামগ্রিকভাবে শ্রেণিকক্ষে পাঠ পরিচালনা, শিক্ষক ও শিক্ষাকর্মী পরিচালনা, আর্থিক পরিচালনা, পরিকাঠামোগত পরিচালনা, পঞ্চায়েত ও পিতামাতার সঙ্গে সংযোজন সাধন ইত্যাদি ব্যবস্থাটি পরিচালনার বিভিন্ন দিক। পিতামাতাসহ এলাকার বিভিন্ন মানুষ এখানে উপভোক্তাগোষ্ঠী। এঁদের পরিষেপা এবং পদ্ধতি ও কৃৎকৌশলের সঠিক প্রয়োগের মধ্য দিয়ে একটি কার্যকরী প্রতিষ্ঠান হিসেবে গড়ে তোলার বিষয়টিও বিশেষ গুরুত্বপূর্ণ। সর্বোপরি চাই যোগ্য নেতৃত্ব। এই পরিচালন ব্যবস্থাপনা ফলাফল নির্ভর না হলে ব্যবস্থাটির মান নামতে শুরু করে।

২. তথ্যভিত্তিক পরিচালন ব্যবস্থা ঃ

শুধুমাত্র উড়ো কথায় কোনো ব্যবস্থাই টিকে থাকে না। তাই বাস্তব তথ্য সংগ্রহের জন্য সঠিক ব্যবস্থাপনা প্রয়োজন। ফলাফলভিত্তিক কার্য পরিচালনায় এমন তথ্যের উপর গুরুত্ব দিতে হয় যেখানে গুণগত মান সংক্রান্ত তথ্য সঠিকভাবে উঠে আসে।

৩. দলগত কাজ ও অংশীদারি পরিচালনা :

সংগঠনের মধ্যে সবাই আগ্রহের সঙ্গে অংশগ্রহণ করছে কিনা সেটাই মূল কথা। এই জন্য চাই দলগত কাজ। দলের ভূমিকা হবে:

- খবরাখবর ও উপদেশ দেওয়া
- নতুন ভাবনার উদ্ভাবন করা
- নতুন ভাবনাকে এগিয়ে নিয়ে যাওয়া
- পুঙ্খানুপুঙ্খ কর্মসূচি নির্মাণ করা
- কর্মী, কার্য ও সম্পদকে সংগঠিত করা
- দক্ষতা ও সামর্থ্যের বিকাশ করা
- গুণমান পরিদর্শন করা
- কর্মী সেল, কাজ এবং দায়িত্বের মধ্যে যোগাসূত্র তৈরি করা

এই দল হঠাৎ করে তৈরি হয় না। বহু বিতর্ক এবং ঝড়-ঝঞ্ঝাট মধ্য দিয়ে একটা পারস্পরিক বোঝাপড়া তৈরি হয়। তারপরই একটা দল বেড়ে ওঠে। নিচে দল গঠনের বিশেষ ব্যবস্থা উল্লেখ করা হল।

এখানে দল গঠন হল সরবরাহ স্তরের কাজ। ক্রমান্বয়ে ঝড়-ঝঞ্ঝার কাল পেরিয়ে ওই দল স্থিতাবস্থায় আসে।

তারপর শুরু হয় কার্যকারিতার কাল। শেষে আসে সামগ্রিক ফলদায়ী বিবর্তন (Transformation)। কোনো দল নিজে যখন একটা পরিবর্তিত শক্তিপুঞ্জে পরিণত হয় তখনই তা সার্বিক গুণমান পরিচালনার জন্য উপযুক্ত হয়ে ওঠে। অথচ এই বেড়ে ওঠার জন্য দরকার হয় পারস্পরিক বোঝাপড়া, সমতার দৃষ্টি, খোলামেলা কথা, সৃজনমূলক দ্বন্দ্ব, আস্থা, নিম্নস্তর পর্যন্ত সিদ্ধান্তে অংশগ্রহণ, কাজের মধ্যে দিয়ে উঠে আসা নেতৃত্ব এবং আনন্দদায়ক কাজের পরিবেশ। এটা দেখা দরকার বিদ্যালয়টি কি সত্যিই এমন দলগত কার্যকারিতায় উন্নীত হতে পেরেছে?

৪. মানবসম্পদ উন্নয়ন :

বিদ্যালয় ব্যবস্থায় মানব সম্পদ বলতে বোঝায় শিশু, শিক্ষক, অভিভাবক ও সমাজের মানুষজন। এই সম্পদ উন্নয়নের জন্য সার্বিক গুণমান পরিচালনার ক্ষেত্রে বিশেষ পরিকল্পনা নিতে হয়। এক্ষেত্রে মূলত যে তিনটি বিষয়ে উন্নয়ন ঘটাতে হবে তা হল:

- সামর্থ্য
- আস্থা
- দায়বদ্ধতা

দায়বদ্ধতার পাঁচটি ক্ষেত্র। এগুলি হল:

- পড়ুয়াদের জন্য ভালোবাসা এবং তাদের সার্বিক উন্নয়নের চিন্তা
- সমাজের প্রতি শিক্ষকের কর্তব্যবোধ
- শিক্ষকতা পেশার প্রতি শ্রদ্ধা ও মর্যাদাবোধ
- শ্রেণিকক্ষে যতটা সম্ভব ভাল পরিবেশ তৈরির প্রতি নিষ্ঠা
- মানবিক মূল্যবোধের প্রতি নিষ্ঠা

সামর্থ্যের দশটি ক্ষেত্র। এগুলি হল:

- শিক্ষার প্রাসঙ্গিকতা সম্পর্কে সামর্থ্য
- ধারণাগত সামর্থ্য
- পাঠক্রম/পাঠ্যসূচি সংকান্ত সামর্থ্য
- পাঠদান সম্পর্কিত সামর্থ্য
- শিক্ষণ-শিখন-উপকরণ সম্পর্কিত সামর্থ্য
- মূল্যায়নে সামর্থ্য
- পরিচালন সংক্রান্ত সামর্থ্য
- পিতা-মাতা ও তাদের অংশগ্রহণ সংক্রান্ত সামর্থ্য
- সমাজের অংশগ্রহণ সংক্রান্ত সামর্থ্য

মানবসম্পদ উন্নয়নের জন্য যে কোনো ক্ষেত্রেই চার প্রকারের মানুষ দেখা যায়। এই প্রকারভেদ করতে গিয়ে নীচের ম্যাট্রিক্সটি কাজে লাগানো যায়। একে বলা হয় :—

Can do but will not do	Can and will do
Can not and will not do	Can not but will do

- পারেন এবং করার ইচ্ছাও আছে : যে কোনো প্রতিষ্ঠানের আস্থাভাজন কর্মী
- পারেন না তবে করার ইচ্ছা আছে : এদের সামর্থ্য বৃদ্ধির প্রশিক্ষণ দিতে হবে
- পারেন তবে করেন না : অনিচ্ছার কারণ জেনে বিশেষ ব্যবস্থা নেওয়া দরকার
- পারেনও না, করেনও না : এঁরা প্রতিষ্ঠানের দায় হিসাবে পরিগণিত হয়। যতটা পারা যায় এদের পরিবর্তনের চেষ্টা চালাতে হবে।

ওপরের চার প্রকারের মধ্যে শেষ তিন প্রকারের সামর্থ্য বিকাশের বিভিন্ন ব্যবস্থা নেওয়া যেতে পারে :

- প্রশিক্ষণ (স্বল্পকালীন)
- অভিজ্ঞতা বিনিময় সংক্রান্ত কর্মশালা
- ফিল্ড ভিজিট
- কর্মস্থলে কাজ করতে করতে শেখা
- গ্রন্থাগার বা অন্যান্য সম্পদের ব্যবহার

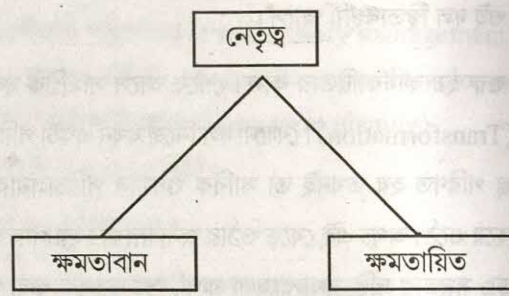
বছরের পর বছর ধরে ক্লাসরুমে পড়িয়ে গেলেই কেবল একজন শিক্ষকের অভিজ্ঞতা ও দক্ষতা বৃদ্ধি হয় না, তেমনি অফিসে বসে কিছু ফাইল করা বা নিয়মতান্ত্রিক বিদ্যালয় পরিদর্শন করলে এমন পরিদর্শকের সামর্থ্য বাড়ে না। এজন্য চাই ওপরের পাঁচটি পদ্ধতির যথাযোগ্য ব্যবহার।

৫. **দীর্ঘকালীন পরিকল্পনা :**

গুণগত মানোন্নয়নের ক্ষেত্রে সার্বিক সাফল্যের জন্য চাই বিদ্যালয়ে দীর্ঘমেয়াদী পরিকল্পনা। এই দীর্ঘমেয়াদী পরিকল্পনাগুলি কতকগুলি স্বল্পমেয়াদী পরিকল্পনায় বিভক্ত থাকবে। প্রতিটি স্বল্পমেয়াদী কাজে থাকবে নমনীয়তা এবং পরীক্ষা-নিরীক্ষার সুযোগ। এই সুযোগকে কাজে লাগিয়ে প্রয়োজনে দীর্ঘমেয়াদী পরিকল্পনাকে ধীরে ধীরে আরও বাস্তবসম্মত, কার্যকরী এবং সাফল্য নির্ভর করে তুলতে হবে।

৬. **নেতৃত্ব :**

সর্বস্তরে সঠিক নেতৃত্ব গড়ে তোলা সার্বিক গুণমান পরিচালনার সাফল্যের একটি শক্তিশালী শর্ত। বিদ্যালয়ের প্রধান শিক্ষক যেমন সমগ্র বিদ্যালয়ের নেতা, তেমনি শ্রেণিকক্ষে শিক্ষকও একজন নেতা। অন্যদিকে চক্রস্তরে অবর বিদ্যালয় পরিদর্শক, মহকুমাস্তরের আধিকারিক এবং জেলা স্তরে পরিদর্শকেরাও স্ব-স্ব ক্ষেত্রে নেতা। এই নেতা দু প্রকারের :



এদের মধ্যে পার্থক্য নিম্নরূপ :

ক্ষমতাবান নেতা	ক্ষমতায়িত নেতা
⇨ পরিকল্পনা ও বাজেট করার প্রতি ইচ্ছা	⇨ লক্ষ্যের দিকে নজর রেখে কর্ম পরিকল্পনা
⇨ কর্মী নিয়ন্ত্রণ	⇨ গাইডেন্স এবং কাউন্সেলিং
⇨ নির্দেশ পালন	⇨ কর্মীকে কাজ করতে উৎসাহিত করা
⇨ সমস্যা নিয়ন্ত্রণ	⇨ পরিবর্তনের জন্য পরিবেশ রক্ষা
⇨ ধারাবাহিকতা রক্ষা	⇨ সম্পর্ক ও আস্থা তৈরি করা
⇨ আইন এবং নিয়মের প্রতি অতিরিক্ত শ্রদ্ধা	⇨ আইন ও নিয়ম বদলানোর সুপারিশ
⇨ অধস্তনকে দোষ যুক্ত করা	⇨ 'আমরা' করি, আমি নয়
⇨ স্বল্পমেয়াদী পরিকল্পনা	⇨ ক্রমান্বয়ে শিখন
⇨ সিদ্ধান্তগ্রহণে কেন্দ্রিকতা	⇨ বিকেন্দ্রীকৃত সিদ্ধান্ত গ্রহণ

একজন নেতার কী করা উচিত এবং কী করা উচিত নয় তার একটা তালিকা দেওয়া যেতে পারে :

করা উচিত	করা উচিত নয়
⇨ কর্মীর আগ্রহের দিকে তাকানো	⇨ তথ্য ছাড়া কোনো সিদ্ধান্ত নিয়ে ফেলা
⇨ সম্মান প্রদর্শন	⇨ যে সমস্যা তার নিয়ন্ত্রণে নেই, তা নিয়ে অপরকে দোষ দেওয়া
⇨ অপরের সামর্থ্যে আস্থা প্রদর্শন	⇨ তথ্য, খবরাখবর গোপন রাখা
⇨ অপরে কী বলে তা শোনা	⇨ দায়িত্ব নিয়ে এড়িয়ে যাওয়া
⇨ প্রতিশ্রুতি রক্ষা করার চেষ্টা	⇨ সবার কাছেই সব উত্তর প্রত্যাশা করা
⇨ ভুল করলে স্বীকার করা	⇨ প্রত্যাশামতো না হলে বাজে ওজর দেখানো
⇨ অপরকে সিদ্ধান্তে সংযুক্ত করা এবং সত্য কথা বলা	⇨ খুঁত খুঁতে হওয়া

উপসংহার

সর্বশিক্ষা অভিযান একটি সুযোগ, একে কাজে লাগিয়ে শিক্ষা ক্ষেত্রে ব্যাপক সংস্কারের সুযোগ এখানে আছে। উদারতা, সুষ্ঠ পরিকল্পনা আর অভিনব ভাবনার আলোকে এই প্রকল্পকে গ্রহণ করে আগামী কয়েক বছরের মধ্যেই পরিবর্তন আনা প্রয়োজন। শিক্ষক, অভিভাবক, শিক্ষাবিদ, পঞ্চায়েত ও শিক্ষাপ্রশাসনের লোকজন সবাই মিলে ঐ অভিযানে সামিল হলে এই 'মিশন' সার্থক হবে।

Girls' Education in the Perspective of Universal Elementary Education

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If education means a source of social mobility, equality and empowerment both at individual and at collective level, it is imperative for women also who constitutes half of humankind. It is necessary if societies have to develop in any meaningful way. In the dictionary of development, definition of GNP now lays emphasis on human development which signifies education-led instrumental social change in terms of gender equity in particular. In fact, gender is not limited to birth, literacy or enrolment only, it is, as a principle, scattered in all indicators of development such as distribution of resources and entitlements within the household and the society, namely education, economic rights, health care and political participation. But the fact is that education is an important instrument of change which historically, women have been denied access. On the contrary, we raise advocacy in favour of total change in society. Can we? This question mark is closely linked with human rights perspective also.

A. Education as a Right :

It is more than five decades since the UN General Assembly adopted the 'Universal Declaration of Human Rights' on 10th Dec. 1948. Article 26 listed herein states "Everyone has the right to Education shall be free at least in elementary and fundamental stages". This was followed in 1976 by a Covenant on Civil & Political Rights and another on Economic, Social and Cultural Rights. Article 13 states there in, "education shall be directed to the full development of the human personality and strengthen the respect for human rights and fundamental freedom." The International Convention on the Elimination of All Forms of Discrimination Against Women was adopted in 1979. The Commonwealth Heads of Government Communique, 1977 recognised women as active participants in the process of development.

At the national level India has been a signatory to international covenants such as The Universal Declaration of Human Rights. It has also been actively associated with "The Recommendation Governing Education for International Understanding, Co-operation and Peace Education relating to Human rights and Fundamental Freedom" adopted by the 18th session on UNESCO in 1974. The Indian Constitution incorporates in Part III the Fundamental Rights as enshrined in Universal Declaration. It also provides for statutory commission to protect the rights of the oppressed, the tribals and the minorities. Moreover, in recent days 'human rights education' is emphasised because it is assumed that awareness of rights will empower women to protect their own rights and those of others. The main contention is that denial of education to women is denial of a human right.

In addition, India is a multi-cultural, multi-linguistics, multi-region and multi-ethnic society where gender is another crucial variable of social division. Therefore under Article 15 of the Indian Constitution women have been provided equality and it is stated "There shall be no discrimination on the basis of caste, sex, race, religion etc." Article 45 provides that the state shall endeavour to provide, within a period of 10 years from the date of Commencement of the Constitution, for free and compulsory education for the children until they complete the age of 14 years. Finally 93rd Amendment Act 2002 made free and compulsory education a fundamental right for all children in the 6-14 age group. As a result, the new Article 21A in Part III of the Constitution states that "the state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may, by law, determine."

With the change in perception regarding basic education in India, the conception on need of women's education has also changed during pre and post independence period (Mies, 1980: 131-32). The first view is based on **social reform theory**. In pre-independent era, it was thought that reform in the social position of women through education would reform society.

The second view is based on **equality and social justice theory**. Women are thought as underprivileged section of society. Discrimination on the basis of sex is to be eliminated. This view was incorporated in our Constitution.

The third view is based on **social development theory** which advocates that development of society dependent on women and any view of 'development' must not omit them. This view is incorporated in most of the reports of different committees and commissions in recent days.

But the fourth and most recent conception underscores the **'empowerment' of women** through education. For the

first time, there is a shift from the means to the ends perspective at the policy level. So long women's education is considered as means of social change and development, women will be used as mere tools only. Therefore this fourth view questions the existing structure of social relations and social roles of men and women. Recently some feminist scholars have begun to argue that unless there is a change in the perceptions of societal role of men and women, no significant change can be brought in the lives of women through education. Therefore, of late, in Sarva Shiksha Abhiyan, empowerment of women has been given much emphasis.

B. Status of Women Education in India

Women's education received fresh impetus after the attainment of independence in 1947. A member of commissions and committees were appointed to look into the various aspects of women's education and to make recommendations for its improvement and expansion.

The first committee appointed by Govt. of Inida in 1958 was the "National Committee on women's Education." The 'Report on the Status of Women' submitted to the Govt. in 1974 under the title "Towards Equality" also revealed that education of women was no longer seen exclusively as an instrument of inculcating values, appropriate to women's role in society, as had indeed been the case earlier. It was now seen as a means of providing equality of opportunity to women. This conceptuatisation has been further refined to underscore the role of education for women's equality in National Policy on Education (NPE) 1986.

Inspite of all commissions and committees, the gender gap in independent India is remaining conspicuons by its presence.

i) Literacy

The following table will show that although literacy rate has increased from 15.33 percent in 1961, the gap between male and female literacy is almost constant during 1961-91. It was 25.06 percent in 1961 and 24.84 per cent in 1991 moreover, inter state and rural urban disparities reveal for more imbalances.

Table-1

Year	Age Group	Male	Female	Total	Difference % year
1961	5+	40.39	-15.33	28.30	25.06
1971	5+	45.95	21.97	34.45	23.98
1981	7+	56.38	29.76	43.57	26.62
1991	7+	64.13	39.29	52.21	24.84
2001					

The situation of West Bengal is not an exception also.

ii) Primary Education

The last five decades have seen a phenomenal expansion of primary schools which increased from 209,671 in 1950-51 to 572923 in 1993-94. Yet it is estimated that about 20 per cent of rural population are without a primary school or section. Nearby 108 million children were enrolled in 1993-94 as compared to 19.2 million in 1950-51. The proportion of girls has increased from 5.4 per cent to about 40.0 per cent. The following table show the status of GER in last decades;

Table: 2

iii) GER in Primary Education

	1950-51	7993-94
Total	42.6	95.0
Boys	60.8	106.2
Girls	24.9	85.0

Moreover, rural urban and caste disparities in terms of GER in very high in all state. West Bengal shows almost the same scenario with regard to GER.

Certain data :

Table: 3

Percentage of Boys & Girls enrolment in primary & upper primary classes 2002-03 :

I - V classes	Boys	50.89
	Girls	49.11
VI - VIII Classes	Boys	53.67
	Girls	46.33

Table: 4

Percentage of SC & ST Enrolment to total enrolment 2002-03.

Primary	SC enrolment	29.1
	SC Girls to total enrolment	49.1
	ST enrolment	6.5
	ST Girls to total ST enrolment	47.7
Upper Primary	SC enrolment	23.3
	SC Girls to total SC enrolment	43.7
	ST enrolment	4.0
	ST Girls to total ST enrolment	39.0

Nearly half the children who join Class I drop out before reaching class V. In 1993-94, the enrolment in class V as per cent of class I enrolment stood at 54.59 per cent (49.10 per cent for rural and 74.66 per cent for urban school). The genderwise differences in drop out rate between class I and V was 35.1 per cent for boys and 38.6 for girls in 1993-94. Here the picture of West Bengal is not very bright. In West Bengal, nearly 45% of the total children enrolment in class I drop out in the corresponding class V.

Table : 5

Percentage of Repeaters to total Enrolment by grade & sex 2002-03.

State	% Repeaters to total enrolment		Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII
West Bengal	% Failures									
		Boys	9.51	3.30	2.76	2.62	18.53	16.48	16.95	17.78
		Girls	9.35	3.27	2.77	2.70	19.12	17.72	17.72	18.53
	% Long absenteess									
		Boys	5.39	2.77	2.42	2.32	2.03	1.93	1.98	2.08
		Girls	5.24	2.62	2.29	2.14	1.75	1.76	1.77	1.92
	% Total Repeats									
		Boys	14.90	6.07	5.18	4.94	20.61	18.41	18.94	19.85
		Girls	14.59	5.89	5.06	4.85	20.87	18.24	19.49	20.45

Table: 6

Transition Rate from Primary (V) to U. Primary VI 2002-03 :

Boys – 75.56 Girls – 73.78 Total – 74.74

C. Factors affecting Girls' Access to Schooling

(a) Pedagogical	(b) Institutional	(c) Familial
i) Structure, Equipment and ideology of the School	i) Availability and costs of schooling, distance of schools from home	i) Famines Socialisation parental attitudes and expected roles early marriages.
ii) Content of Education and and levels of achievement	ii) existence or absence of a) Girls Schools, women teachers and single teacher school. b) Incentives such a scholarships, Midday meals, books, stationary etc. c) Appropriate physical structures such as buildings, drinking water facilities, toilets etc. d) Child care facilities e) Private school	ii) Opportunity cost arguments and working for a wage.
iii) Teacher Commitment and teaching methods		iii) Access to resources within the home
iv) Separate curricular for girls		

(a) Pedagogical factors

i) Structure, Environment and ideology of the school :

Unlike literacy centres schooling has a different connotation which lays emphasis on discipline, training and transmission of certain amount of knowledge. This has consciously avoided the issue of women empowerment, womens' autonomy and greater freedom of women. Thus the purpose of schooling girls gets diluted. Now the meaning of school to different categories of girls need to be understood by educational planners and administrators otherwise, girls' access to schooling may be affected.

ii) Content of education and levels of achievement :

There is a close correlation between class structure, gender hierch and the educational system By-and large, throughout the country, school syllabi are transmitted through text books written by urban-educated middle-class professionals in a standard language. The reality, of course, is that for many children both the subject matter as well as its mode of communication are aften alien. Here girls are the worst sufferers. Moreover, the content of education and the expectation felt as an achievement both do mostly reveal stereotypes and role models in the use of characters and symbols in the text books. Here gender biases are crystal clear.

iii) Teacher Commitment and Teaching Methods on the whole :

Teachers in India tend to be middle-class men who are rarely prepared for a challenging teaching environment multi-age, multi lingual, multigrade classroom with many first generation learners mainly girls who attend schools irregularly.

Less use of stipulated hours, and absenteeism of teachers are another problem. Head masters are not properly oriented in management issues. As result, girls aften feel less interested in attending school.

iv) The issue of separate Curricula for Girls :

Though there is common syllabus and curriculum upto class X, we can see gender bias and unequal access to certain subjects and assignment in choosing additional subject and activities for work education. Sometimes it is seen that girls' schools are not adequately equipped with facilities and teaching staff to teach science study as compared to Boys' schools.

(b) Institutional Factors :

i) Availability and costs of schooling, Distance of schools from Home :

Based on the findings of a national study conducted in 44 districts with low levels of female education, Usha Nayar commented that villages with populations of less than 100 were particularly deprived. Apart from a paucity of minimum educational facilities, they also lacked infrastructures such as roads, water and electricity which acted as deterrents for the girl child.

At the same times, access to a school does not always ensure enrolment. For instance though most rural habitations in Andhra Pradesh have access to schools with a radius of 1 kilometer of the habitation, the dropout rate of girls was over 50 per cent. Here cost of education affected the girls mostly. Tilak has pointed out that while accounting to official statements primary and elementary education is supposed to be free in India, but 14.4 per cent of students in rural areas and 49 per cent in towns and cities pay tuition fee as well as other charge. (Tilak 1995 : 57). A study conducted by National council of Applied Economics Research (NCAER) concluded that the cost of schooling in even the govt. Sector are likely to be additional deterrents, (NCAER 1994)

ii) Presence or absence of certain determining factor :

a) Girls' school, women teachers and single male teacher school.

b) Incentives such as midday meals, scholarships, books, stationery.

c) appropriate physical structure such as building, drinking water facilities, toilets etc.

d) Child care facilities : In 1991, it was estimated that 1.5 million women workers lived below the poverty line. 90% of them are in the unorganised sector of the economy. Most work at the cost of their health and well being as well as that of their children. Innumerable field studies show that in the absence of child-care facilities, girls are viewed as the natural assistants to their mothers.

(c) Familial Factors

i) Feminine socialisation, Parental Attitudes and Role expectations, early marriage.

Irrespective of caste, religion and overall socio-economic back ground, it is seen that the docile role expectation from a girl child in a family in contrary to ideal goals of learning which shows a certain independence of thought, spirit of enquiry, peer-loving attitude and developing non-familial loyalties. Moreover, fear of sexual vulnerability makes a family opt for early marriage of a girl.

ii) Opportunity Cost :

Certain studies reveal that there is a positive correlation between child labour and poverty whereas there is negative correlation between child labour and schooling. Girls are the worst sufferers since their role in the family works of the members to use them in certain labouring works including house hold chores.

iii) Access to Resources with the Home :

An entitlement represents the right to a share of resources such as health care, nutrition, education, material assets, parental attention and interest. Here girls, by and large are far less privileged than boys in access to such resources.

D. Different Initiatives to wards of Girls' Education.

In addition to general support like free text book, midday meal provided to children in general, Govt. of West Bengal has arranged free dress to girls in primary section. Moreover, Sarva Shiksha Abhiyan (SSA) has appeared with a handful projects for the girls :

The scheme of Sarva Shiksha Abhiyan was started in the year 2001-2002 with the objective of universalization of elementary education. It is an attempt to provide an opportunity for improving human capabilities to all children including the girls child, through provision of community owned quality education in a mission mode. SSA has allocated financial provision for girls education in the form of 'innovations' at district level. Within the limit of fifteen lakh per district, the following activities are being undertaken.

a) Formation of Mother Teacher Association (MTA) and activisation of all meetings.

b) Enrolment and retention drive.

c) Special camps and bridge courses.

d) Setting up special models of Alternative Schools.

e) Strengthening of madrasahs and Maktabs for formal education to girls.

f) Community mobilisation including setting up new working groups and working with existing working groups.

g) Monitoring attendance.

h) Remedial / coaching classes.

i) Providing a congenial learning environment inside & outside the school.

j) Over and above free text books and dress for girls.

In West Bengal, a handful of innovative activities are undertaken in this regard.

a) Workshop with female panchayet members and training of Block Resource Persons in Gender Focus Blocks.

b) Ma-O-Meye Melas conducted in the GPs where the girl enrolment is relatively low in each district.

c) Approximately 18697 MTAs were formed at primary school level in all DPEC districts.

d) Gender sensitisation of 54707 teachers completed.

e) Short visual aid on MTA developed for training of KRPs and RPs.

Moreover the Govt. of India has approved a new programme called "National Programme for Education of Girls at Elementary Level (NPEGEL) as an amendment to the scheme of SSA for providing additional components for education of girls at elementary level. NPEGEL has been formulated for education of class I to VIII as a separate and distinct gender component plan of SSA.

Objectives of NPEGEL are :

a) to develop and promote facilities to provide access and to facilitate retention of girls and to ensure greater participation of women and girls in the field of education.

b) to improve the quality of education through various intervention and to stress upon the relevance and qualities of girls education for their empowerment

Components of NPEGEL :

i) Model Cluster School (MCS).

Rs. 2 lakh for infrastructure building Rs. 30,000 for TLE & etc.

ii) In each cluster Rs. 60000/- will be spent for the following intervention :

— Recurring grant to MCS.

— Award to schools

— Students Evaluation, Remedial Teaching, Bridge Courses etc.

— Learning through open schools.

— Teacher Training.

— Child Care Centres.

— Additional incentives.

— Nutrition & School Health.

— Community Mobilisation.

— Implementation, Monitoring & Supervision.

In West Bengal 98 blocks have been identified for this intervention.

1. 24 Pgns. (N) — 3
2. 24 Pgns. (S) — 5
3. Bankura — 5
4. Coochbehar — 2
5. Jalpaiguri — 2
6. Purulia — 19
7. Dinajpur — 2
8. Birbhum — 19
9. Malda — 15
10. Murshidabad — 26

In 53 Blocks in addition one residential type Girls School Project called " Kasturba Gandi Balika Vidyalay (KGBV) is initiated.

Conclusion :

The road has not ended here. We have to plod many a miles to reach the goal. Problem of girls should not be seen isolatedly in a society, Rather it needs to be addressed along with all the problems ensuing on the way.

Thanks

CONVERGENCE ISSUES AMONGST VARIOUS ORGANISATIONS / DEPARTMENTS WORKING IN THE FIELD OF SCHOOL EDUCATION AND ROLE OF INSPECTORS OF SCHOOLS

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Rationale : Universalisation of elementary education and adult literacy have been one of the priority areas in the educational development of our country since independence. But our experience shows that despite the schooling facilities, providing adult and non-formal education centres and incentives, drop out and non-participation in the schooling system by a substantial segment of weaker sections continues to be areas of serious concern.

The overall strategy has been existed that administration is the main delivery mechanism. It identifies the problems and solutions and the community is asked to give a supporting hand. Moreover, each department has tended to operate the strategy at the grassroot level in isolation and consequently target groups have been receiving varied messages from different agencies. As a result many times the target groups become confused and make it difficult to achieve the goals of universalisation of elementary education.

Education aims at bringing about desired social change. This change can not take place unless the community is involved in the process. Education for all is a mass based programme, hence linking the educational and social processes are essential.

Objectives of linkage : The method of getting the beneficiaries of education or the population to participate in the process is more and more topical. However the main objectives of linkage amongst various departments and agencies are as follows :—

— to increase the mobilisation of the financial, human and practical resources required to make the educational system efficient.

— to device strategies to adopt education to the needs, problems, aspirations and interests of the population benefitting from it, particularly for disadvantaged groups.

— to develop an effective delivery system with a concerted effort.

— to reorganise the structures and organisation of the education system to coordinate centralisation and decentralisation, deconcentration and regiolisation of the system.

Concepts of Convergence : The convergence of the various development programmes and departments in the field is an area of increasing importance. Basically, convergence means programme convergence and not merely area convergence. It does not mean that programmes of all departments should be done in the same district. Conditions for the success of different schemes are different in different areas.

In this context decentralisation of power and management, co-ordination between the departments and agencies connected with the education and convergence of services rendered by them acquire added importance in bringing about orderly development.

Policy statement : In the context of convergence the National Policy on Education (NPE), 1986 provides that "effective measures should be taken to integrate mechanism in the various State Departments concerned with Human Resource Development" (Para 10.4 of NPE)

Different development departments have placed their own separate functionaries in the field to cater to special services. The target groups for all the development programmes are similar and therefore, there is a need to co-ordinate delivery services so that the fullest benefit can be passed on to the public at large.

Areas of convergence : The major areas of convergent effort of different development departments are as follows :

i) universal access & universal enrolment

ii) universal retention & checking dropouts

iii) quality management

iv) infrastructure development including provision of school building, toilet and drinking water

v) students' health check up programme

vi) implementation of Mid Day Meal scheme & other incentives–Free Text Books, School uniforms etc.

vii) early childhood care and education

viii) education of girls, backward classes, minorities and other disadvantaged groups

ix) education of the physically challenged children.

Departments / Organisations involved

A large number of government departments and organisations and a host of non-government organisations are involved in educational delivery system. The principal departments are mentioned below :—

i) Panchayat and Rural Development Dept. : In our state we have a very strong, three-tier decentralised Panchayat System. In the field of elementary education apart from the School Education Dept. the Panchayat and Rural Development (P & RD) Dept. plays a very important role. The local panchayats take part in the infrastructure development, school sanitation and drinking water supply programmes as rural development schemes. The P & RD Dept. also plays an important role in seeing school activities including spearheading enrolment / retention drives.

The Zilla Parishads and Panchayat Samities take part in educational activities through Sthayee Samities. Sishu Siksha Karmasuchi (SSK) and Madhyamik Siksha Karmasuchi (MSK) programmes are implemented by Paschimbanga Rajya Sishu Siksha Mission, an organ of the P & RD Dept.

ii) Municipal Affairs Department : Some Schools, SSKs etc. in urban area are run by Municipal Affairs Dept.

iii) Mass Education Extension Department : This department implements total literacy programme (TLC), post literacy programme (PLP) and Continuing Education Programme (CEC), etc.

iv) Women and Child Development and Social Welfare Department : Early childhood education through ICDS is implemented by the Dept. of Women and Child Development and Social Welfare.

v) Department of Library Services : The scheme of linking school libraries with Rural Libraries is being implemented under the auspices of this department.

vi) Health and Family Welfare Department : School Health Programme Scheme in primary and upper primary schools and health check up including vaccination of children attending ICDS centres are carried by the Health and Family Welfare dept.

vii) Public Health Engineering Dept. : The Drinking Water supply scheme in primary schools is implemented by this department.

viii) Minority Development Department and Backward Classes Welfare Department : The infrastructure development of primary and upper primary schools in minority dominated areas and SC/ST/OBC dominated areas are done by these departments. The Backward classes Welfare Department also doles out bookgrant, scholarship and other incentives to the children belonging to SC/ST/OBCs.

ix) Department of Labour : Schools for Child Labour (NCLP) are run by the Labour Department.

x) Department of Relief : This department constructs Relief Centres alongwith schools.

xi) Home Department : Construction of School buildings in the border areas are carried out by this department.

xii) Development and Planning Department : This department co-ordinates development plans in the school education sector submitted by different departments.

xiii) Finance Department : Approves budget of school Education Dept. alongwith budgets of other departments.

xiv) Others : International Organisations like UNICEF, UNESCO, DFID, IDA, SIDA, EC etc. and a number of NGOs actively participate in the educational fields with funds, manpower resources and other services.

Activities for convergence : There is scope of convergence of services of different departments / organisations in each and every activity in the filed of elementary education — be it enrolment / retention or quality issue or problem of developing infrastructure under the leadership of School Edn. Deptt. along with Dte. of School Edn. and Statutory Bodies at the State, Dist. & Sub-dist. levels.

A few illustrative examples are given below :—

1. **Enrolment and retentiosn issues :** In order to achieve the goal of universal elementary education the school education department with its functionaries launched many programmes, the most important being the Sarba Siksha Abhiyan (SSA).

   Under this programme it is targetted to make schooling facilities available to all children and enrol and retain them. Towards achieving this goal there is a scope for convergence amongst P & R Dept., BCW Dept., Labour Dept. and non governmental organisations. Apart from the school Education Dept.'s own set up schools the P & RD Dept. / Municipal Affairs Dept. can set up SSK/MSK to enrol all children. The Labour Dept. may also set up NCLP schools for the child labour who are engaged in hazardous labour. The BCW Dept. can extend their services by providing infrastructure facilities to schools set up by education dept. and other departments. The NGOs can start AIEs.

   After setting up of schools it would be the responsibility of the community to get all children enrolled. The community may launch enrolment drive / retention drive etc. with the assistance from the education dept., P & RD dept. and other govt. departments and NGOs.

2. **Infrastructure Development :** One of the most important areas for convergence is infrastructure development of primary and upper primary schools. The school education dept. constructs new school building, additional classrooms etc. with own fund and programme funds like SSA. But to meet the additional demand arisen out of the awareness campaign etc. the P & RD Dept., BCW Dept. and other govt. depts./NGOs may join hand by providing infrastructure to primary and upper primary schools. Financial support for construction of new school buildings/additional classrooms may be availed from the schemes like MPLAD, MLALAD, BADP, SJGSRY, Finance Commission Fund etc.

   In order to make provisions for toilet and drinking water in schools fund support from TSC, Swajaldhara, UNICEF, PHE Dept. etc. may be made available.

3. **Education and Health :** The main areas of convergence of services between education and health depts. are primary health care, imparting information on child care, nutrition, safe motherhood and small family norms to adolescent girls leaving the school or non-formal education centres. Training and Resource Support structure may be developed jointly DIETs can provide training to all stakcholders. Under special orientation programmes, teachers can be provided training in health related issues. Linkages can be established between primary schools and primary health centre network for regular health check up programmes.

4. **Early childhood care and education :** The Women and Child Development and Social Welfare Dept. runs Anganwadi Centres through ICDS for the development of pre-primary age group children (of upto 6 yrs. of age). An effective convergence amongst the departments of education, social welfare, Health and P & RD may be developed for the activities like survey, construction of Anganwadi Centres, preparation of TLM and other academic support etc.

5. **Education of the special children :** The Social Welfare Dept. identifies, screens and enrols special children in either special schools or integrated schools. The Dept. also supplies aids and appliances and other incentives to the deserving children. The departments of education, social welfare and P & RD can jointly take the initiative to extend the benefit of education to the special children.

6. **Implementation of Mid Day Meal Scheme :** Arrangement for providing cooked mid day meal to all children attending primary schools is a very elaborate and difficult job. The School education department can implement the scheme with the help of ZP, local administration, NGOs and self help groups.

7. **Other activities :** In order to achieve the goal of UEE the department of school education can join hands with other departments/organisation to carry out survey/studies. The Universities/Resource institutions may contribute significantly. In order to generate awareness and conduct campaigns Information Department may be utilised. Local clubs/NGOs may also contribute in convergence of efforts.

Role of Inspectors of Schools : The School Inspectors occupy a critical position in the entire school education system. They have an important role to play in converging the efforts of different departments for successfully achieving the UEE.

In the primary education system the Sub-Inspector of Schools work as Circle Project Co-ordinator of the CLRC. So he is the chief executive in respect of departmental activities as well as project activities. The S.I.S. is also a member of the Siksha Sthayee Samiti of Panchayat Samiti. Likewise the District Inspector of Schools (PE & SE) is also a member of the Siksha Sthayee Samiti of the Zilla Parishad. Thus the school inspectors are in a position to influence the decisions of the Panchayati Raj Institutions (PRIs). Further since PRIs are developmental platforms of all departments so the school inspectors can interact with other departments through PRIs.

The school inspectors may take part in making meaningful convergence in following ways :—

i) **Status study :** Various data pertaining to school education and related fields are available with the Inspectors. of Schools. The inspectors need to study the data carefully and if necessary may collect more information/ data Classification of data, comparison and estimation / projection might be required to analyse the data.

ii) **Identify gaps :** After analysis the available data / information the Inspector will identify the gaps or areas where convergence may be done. The issues of convergence with the department concerned would be identified.

iii) **Formulate strategy :** As soon as identification is complete the Inspector will chalk out elaborate strategies for convergence. Step by step activities need to be planned. The key persons / organisations are to be identified also with detailed time scheduling.

iv) **Implementation :** After completion of the above noted activities the Inspectors of Schools will implement the programme towards achieving convergence.

The task ahead : The 73rd and 74th Constitutional Amendment provide ample opportunities to bring in holistic, co-ordinated approach to delivery of services. With the participation of village community, the chances of success of convergence of services are brighter. The village level functionaries will be jointly responsible to the Gram Panchayat. With a strong Panchayati Raj System in place, both convergence and accountability may become simpler and transfer of funds for the programme to the village will be easy.

It is important, therefore, to identify immediately the areas of convergence and develop effective linkages at the field level. It must be kept in mind that duplication of activities by different departments is to be avoided. A concrete plan of action with a holistic approach needs to be developed.

Further it is essential to build necessary realistic commitment to achieve convergence. The institutional mechanism for achieving such co-ordination by way of planning and monitoring the implementation will have to be worked out at state district, sub-district levels. There are several empowered committees which will enable the purposeful and expeditious implementation of such programmes. Attempts are to be made to deliver the educational services through a single window. It should be tried out in an innovative way although they do not necessarily operate with the tasks of convergence on their minds. It would be useful if these Institutional Linkages are effectively built at the District and State levels.

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Community Participation and Role of Inspectors for its involvement in Educational process

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Today, the role of school Inspectors has become very challenging as he has to suffer from lack of adequate time for discharging his inspectoral duties on the one hand, and the newer demands that have come into being owing to the fast changes that are taking place in the sphere of education on the other. Now the school Inspector has to perform multifarious functions as a catatyst for accelerating the pace of educational development and also to contribute to the professional growth of the Heads of Schools and teachers working under him.

Traditionally, Inspection system has been considered as a means for visiting schools with a view to locate their deficiencies and weaknesses. The Inspecting officers are required only to execute what is handed over to them from above. They are rather required to serve as an invigilator of school administration and supposed to involve in mostly a routine type of checking of accounts and looking into administrative aspects of the School. Very little time is allowed by them (Inspectors) to the academic side and no rapport between the teachers and the inspectors can be established. Even they can have a very little interaction with the community during field work. And therefore, the Schools do not welcome an inspection. They feel that Inspection system does not serve a useful purpose and thus become outdated and some what counter-productive.

But the trend of traditional Inspection has been changed today. The School Inspectors are now considered as supervisors in guiding the Schools to run in a better way. Now they are required to do planning for themselves. They are to guide and help in preparing Institutional plan. They are now expected not only to identify deficiencies or weaknesses of the Schools but to take up new responsibilities also, more specifically with reference to the National policy of Education 1986 towards achieving the long cherished goal of Universalization of primary Education (UPE) and rather Universalisation of Elementary Education (UEE) through a time bound integrated programme for all children in the age group of 6-14 years by 2010. They are also expected to promote community based quality education in the mission by bridging of gender and Social gap and work for removal of illiteracy, Special attention to education of girls and weaker sections of the Society, linking education with environment, community involvement on participation in educational process.

But the Inspecting officers find themselves too pre-occupied with multifarous functions like enquiries reporting, attendance verification, enumeration of voters' list, live-stock, census etc. to find time to attend the present days requirements. They therefore, can not properly perform a supervisory role in the modern sense of the term.

Keeping all these aspects in view, this module aims at developing an insight into the role of Inspectors and the teachers towards involvement of community in building up educational Institution and its development. It also aims at enhancing their ability to promote community support for the same.

Now let us discuss about 'Community' and its role participation in educational process :—

Here 'Community' is defined as a group of people sharing common interest and needs and participating in promoting the cause of education within a particular area on locality. And help rendered by such community for any kind of development is Community participation.

Objectives :

1. To understand some basic aspects of community participation.
2. To identify areas of educational development that could be activated through the process of inspection.
3. To understand the role of inspectors in motivating and pursuading the community for educational programme.
4. To understand the role of School in maintaining better School-Community relationship and promote better participation.
5. To analyse the causes of non-participation of the community in educational programmes :
6. To provide some methods of community participation on involvement in educational process.

Some areas in which community participation is felt necessary :

The participation of the community is needed in all aspects of functioning of an educational institution. It includes the following :-

1. Infrastructural development :

The community can help in providing physical facilities such as construction and maintenance of school building, desks, teaching aids, residence of teachers particularly in rural areas, funds for various functions, free labour etc.

2. Academic development :

- The School can motivate and pursuade the community members to enrol their children in school.
- To ensure regular attendance of their children in school as well as retention.
- The educated and skilled community members can come forward to take up activities related to their work experience.
- Giving valuable suggestions in planning and execution of project work like SSA.
- Can provide authentic feedback to the school regarding childrens' views about teaching and co-curricular activities in order to make necessary modifications in teaching learning process. Maintaining a congenial atmosphere in the school by sharing the problem of the staff of the school.

3. Administrative development :

The administrative problems of the schools can be shared by the local community within their jurisdiction. On such occasions, the panchayat or the community members help the schools for solution. The VECs and MCs are represented by the concerned Gram Panchayat on Samities for this purpose.

Some basic factors which influence community participation :

1. The School is a part of the community. Unless a sense of belongingness about school and sharing its problems is created amongst community members they will not come forward on their own to participate in educational programmes. It is the duty on the part of the school to make the community realise for the same and motivate them for active participation. Thus the community may be involved in all affairs of the school including planning and management. The process is called participatory planning and management'.
2. Initially a survey of the community/locality is necessarily to be done to identify the community resources in order to know and expect the extent of community participation in different activities. It should include the survey of socio-Economic status of the community, composition of social group, human resources, village-functionaries and reasons for non-attendance of students. These will help in mobilising areas of co-operation between school and community for school improvement.
3. The voluntary organisations engaged in social work and motivating community to come forward with their own resources and skills should be approached for co-operation.
4. The places where the youth and younger generations come forward to take part in educational programmes the rate of community participation increases. This aspect needs to be emphasised.
5. There has to be an organization through which community participation can be channelised. Such organisations now exist in different names like VEC/WEC/ Managing committee, Parent Teacher Association, Welfare committee, attendance committee etc. These organisations need to be openationalised and geared up.

Some important aspects where a school can help the community.

1. Since the school is an integral part of the community, it may become a centre for learning for everyone in the community by extending its role. It should not confine itself to formal instruction/education to pupils only. It may provide academic assistance to the community members and encourage them to go in for further learning. It can thus become a community centre.
2. In most places, the school is the only place where people can hold meetings and functions. In such circumstances,

the community can be helped with this facilities. Even the communitymembers may be allowed to use school library and play ground without disturbing normal school works.

3. Teachers are considered knowledgeable and educated persons. People come to them for advice and guidance. Here they should be helped with proper advice and guidance.

4. The School can help the community in collection and dissemination of new and innovative ideas relating to education and also other developmental programme of the community. It can also help in guiding the people to approach the appropriate authority for meeting their demands.

5. In some programmes on Co-curricular activities the students perform well and the guardians become happy with such performances. The school children may be guided to show their excellence and the guardians may be invited to witness their performance. Thus a good rapport between the school and the community is established.

Some important methods of communication with the community for its involvement and support :

1. Only knowing the community is not enough. It is more impartant to identity one self with the community on an equal level and respect the community members.

2. When one is are posted to an new place, he should try to understand the social structure economy, cultural constraints, political organisations and other problems of the place.

3. Appreciate the problems of the community or of an individual instead of imposing ones own ideas and belief on them without knowing their problems. Such behavior will bring one nearer to the community.

4. The co-operation of emerging leaders who are mostly youth and educated persons may be sought. The support of the elder members of the community is useful.

5. Attending social, religious and other functions organized in the locality helps the teachers to come closer to the community.

6. Instead of complaining about the children to their parents positive suggestions to the parents will be appreciated by both side.

7. Parent-teacher Association of the school is a means for making good relations with the school and thus sharing all affairs of school activities.

8. In addition, a sense of human, a style of talking, respect for individuals play an impartant role in establishing good rapport with the community.

Why Community participation is necessary :

Since it has been experienced that the educational programmes often do not achieve desired goal mainly due to lack of community support and their active participation in the programme in particular, the role of inspectors has become very critical and challanging in motivating or mobilising the community for its participation in the programme. This is, in fact, a new role which an Inspecting officer has to perform now-a-days. The Inspecting officer is not required to ensure successful implementation of educational project and programme with active participations of the community and their support for the same.

STRATEGY :

In a democratic country like ours, compulsory participation of the community in educational process is not feasible. Hence, spontaneous participation in educational programmes, more specifically in educational developmental programmes which are community based is desirable. Since the school is an integrated part of the society the community is required to be involved in all aspects of functioning of an educational institution including planning and management, material support regular functioning, increasing the number of beneficiaries, supervision and helping educational development.

Role of Inspector while working for promotion of Educational development :

The NPE has envisaged expansion of educational facilities to remove disparities in educational opportunities making

education relevant to the social needs and decentralization of management which are not likely to be achieved without active participation of the community. It emphasizes decentralization and creation of a spirit for educational activities as well.

In view of the above, the Inspectors are required to motivate and pursuade community members to be involved in the management of school education whether it is primary or secondary. In primary education the Village Education committee (VEC) or Ward Education committee (WEC) have been entrusted with promoting primary education along with its infrastuctural development. Here the Inspectors are to represent as member of the said VEC or WEC on the part of the Govt. They get chance to highlight Govt. Policies with new innovative ideas for development of education. in the said meeting and thus mobilise the community to share with school improvement. The Success of UPE totally depends on the local functionaries that can be accelerated by the inspectors with their knowledge of latest developmental aspects of education and proper guidance in running the institution as well.

In secondary education the managing committee have been entrusted and empowered, with promoting secondary Education along with its infrastructural development. Here the Inspectors are to represent themselves as member of the said managing committees of secondary schools. They get enough scope to make the community members of the Managing committee acquainted with Govt. Poliey and latest rules and regulations for secondary education and guide them to run the institution in proper way. It is obligatory on the part of the inspectors to mobilise community for participation in educational programmes.

Efforts should be made as for as possible to involve local community in the management of the school and its planning for development. The inspectors will monitor and ensure as to holding of VEC or WEC metting in regular order. They should discuss with local community about their problem for sending children to school and try to sort out by giving proper advice and guidance. The School teachers may be geared up with latest information and teaching-learning process. The management of secondary schools may get similar assistance and guidance from the inspectors. An effective parent-teacher association on school welfare committee can help the inspectors in ensuring proper functioning of schools. It is not deniable fact that there is likely to be some amount of reluctance on the part of the teachers to allow the out siders to intervene in matters coucerning the school. But if the community members are carefully chosen, they can be of help rather than serving as intruders for the purpose of betterment of the schools. Care has also to be taken to avoid overplay of politics and victimization. Involvement of Panchayats in the management of school administration has brought some desirable results in respect of infrastructural development of the school. This aspect may also be given stress and carefully converged with school administration.

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School Improvement Programme at the Primary stage emerging VEC and Community mobilization

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There is a long drawn tradition of movement for modernising and expansion of education in our state since British Rule, unlike rest of our countrs. Since independence quantitative expansion of primary education has got pace. Despite the rapid increase in the number of Schools and teachers over the 1990 s, there are very severe gaps in physical availability of schools. Not only these are enough schools, even those exist often do not have adequate infrastructure and the teacher as well.

It is not rare that number of rooms available in a school are less than those of class units. Classes therefore clustered together are taught in one room, which also can not be considered desirable.Multiple classrooms are clearly less conductive to learning and can became major sources of destruction. The number of teachers in good number of schools is still below the number of classes. This apart, there are major inadequacies with respect to physical condition of schools and absence of necessary / facilities like drinking water, toilets, play ground, equipments and teaching learning materials. This is why, in spite of quantitative expansion, desired level of quality could not be achieved.

It was demanded time and again that at least 6% of the GDP be recommended towards developement of education. Hopefully, in terms of 83 rd and 86 th Amendment of the Constitution, education has been declared as a fundamental right. The central Government has taken efforts to bring the children of age group 5-14 years under the purview of the Universalisalisation of Elamentary any Education with the help of Sarba Shiksha Abhijan. Necessary funds for the purpose has also been provided by the Government.

Improvement of quality of education of the children is one of the major goals of universalisation of primary education and this is sought to be achieved through the strategies drawn up under the programme Sarba Siksha Abhijan (SSA) covering quality aspects such as school effectiveness, revision of text Books, teachers' training and improvement of teaching and learning skill. Several interventions are being taken place for universal enrolment, retention and quality education. Financial and other technical supports are being given by the State authorities. UEE to make a success all round improvement of schools is to be ensured.Community mobilisation and comunity participation is one of the important dimension in the programmes of school improvement, amongst others.Very often we have heard the commonly used words that no development can be achived without the involvement of the community. Why it is necessary? Whatever be the developement work, that is done for the benefit of the people. Now the question is that for whom the work; why they remain indifferent to their own interest. Without active involvement of the concerned community no developement programme can be effective and Sustainable.

Several years ago planning for making roads in rural areas, drinking water, education, irrigation or like this, were being made by the higher officials of the development department and those were performed by the staff of the department coucerned. Community had very negligible scope to offer opinions on the matters, even those had been done for their benefits. There was certainly some gaps among the community, worker and the projects. It is true that the community is the most competent agency to say the necessity as well as the priority of any project or work. This is more true in the developement of primary education.

Undoubtedly the idea is not a new one. We have a tradition of community participation in Education in our Society. A good number of schools were established and erected with the help of contribution from the Community. Under the DPEP and subsequent SSA intervention the Community has got a platform for being involved in the field of primary Education with the formation of VEC for rural areas and WEC for urban areas. Responsibilities including utilisation of monitory funds have been entrusted upon the VEC/WECS. So Community are getting gradually interested to be involved in various Education programme such as 'Enrolment drive' 'Children Cultural Function', 'Construction or renovation of building' etc. The community comes forward to donate and also to give free labour.

The Community may have the following duties and responsibilities.

1. To utilise the financial funds granted by the state authorities for the purpose of developement of school. The Committee may create fund from the community for the purpose, if necessary.
2. To prepare and maintain register of all children having age group of 2 to 8 within their jurisdiction and to take initiative to admit all eligible children into primary schools.

3. To supervise that no student leaves the school.

4. To supervise the construction or repair of school building.

5. To look into the attendance and deparature of the teachers.

6. To inquire into the qualitative development of the students' learning process.

7. To ensure re-enrolment of drop-out students.

8. To convene general meeting with the teachers twice in a year.

9. To grow cultural sense of the students, the committee may organise various cultural programme celebrate birth-day of great personalities and days of national importance.

10. To arrange sports.

11. To keep close contact with the local panchayet and developement departments for the development of school.

12. To convene meeting of the committee regularly and to record decisions.

The objective of the duties and responsibilities is not to impose burden upon the VECS/WECS. Spontaneous participation of the people is the pre-requisite of improvement of existing position.

It is therefore desirable to involve the local community in the process of institutional planning. While making the plans for the development of the school representatives from community in the VECS/WECS might be called so that they may be sensitised about the affairs of the school and mobilise the people for taking interest in it.

The scarcity of resources can, to some extent, be overcome if the local people take active part in the developmental plans of the institution.

School Improvement : A Study of the Roles of Leaders and External Consultants

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ABSTRACT

Initiatives to bring about improvements in schools usually involve certain teachers taking on leadership roles. Indeed it can be argued that the tasks undertaken by such individuals are important to the success or otherwise of such developments. What is it, then that such teachers do when school improvement is successful? Furthermore how best can external consultants assist teachers in carrying out these leadership roles? These are the issues addressed in this article. Specifically, the article examines the experiences of a small group of teachers who have taken on leadership roles in schools that have been successful in bringing about improvements in their work. Our engagement with the experiences of these teachers leads us to examine some of the complexities involved in process of school improvement. In particular their account point to the significant impact of workplace culture on teacher development. As a result we conclude that those involved in leading such developments need to be sensitive to the peculiarities of each school. In other words, what is needed is an ongoing search for what works locally rather then the adoption of what seems to work elsewhere. The schools referred to in the article are all involved in a school improvement project co-ordinated by team of tutors at the University of Cambridge institute of Education. Consequently, before examining the work of these teachers we provide a brief outline of the project.

IMPROVING THE QUALITY OF EDUCATION FOR ALL

During the past three years or so, with a team of tutorial colleagues, we have been working closely with some thirty schools on a schools on a school improvement project known as 'Improving the Quality of Education for All (IQEA). This project has involved both the schools and ourselves in a collaborative enterprise designed to strengthen the schools' ability to manage change, to enhance the work of teachers, and ultimately to improve the outcomes, however broadly defined, of students. At a time of great changes in the English educational system, the schools we are working with are attempting to use the impetus of external reform for internal purposes.

IQEA works from an assumption that schools are most likely to strengthen their ability to provide enhanced outcomes for all pupils when they adopt ways of working that are consistent with their own aspirations as well as the current reform agenda. This involves building confidence and capacity' within the school, rather than reliance on externally produced 'packages'.

The project in each school is based upon a contract between the staff of the school, the local education authority and ourselves. This contract is intended to clarify expectation and ensure the condititions necessary for success. It also confirms a commitment to work together for at least a year. For our part, the Cambridge team co-ordinate the project; provide training for the school co-ordinators and representatives; make regular school visits and contribute to staff training; provide staff development materials; and monitor the Implementation of the project. For the schools on the other hand, involvement in the project the following commitments :

- The decision to participate in the project is made as a result of consultation amongst all staff in the school.
- Each school designates a minimum of two members of staff as project co-ordinators (one of whom is the headteacher or deputy head) who attend ten days of training and support meetings (the group of co-ordinators is known as the 'project cadre').
- At least 40 per cent of teachers (representing a cross section of staff) take part in specified staff development activities in their own and each others' classrooms. Each participating teacher is regularly 'released' from teaching in order to participate in these classroom-based aspects of the project.
- Teachers are able to use their participation in the project as a basis for accrediting their professional development work.
- Each school participates in the evaluation of the project and share findings with other participants in the project.
- The whole school allocates substantial staff development time to activities related to the project.

The style adopted in the project is to develop a strategy for improvement that allows each school considerable autonomy to determine its own priorities for development and, indeed, its own methods for achieving these priorities. In this sense we (i.e. all the partners in the project) are involved in one project within which individual schools devise their own projects.

Within IQEA, we place considerable importance on the need for school based enquiry, reflection and evaluation. The collecting of school-based date of various kinds for purposes of informing planning and development is seen as a powerful element within each school's strategy. Consequently, the schools are expected to collect date about progress in establishing conditions for improvement; and, of course, about student and teacher outcomes. Agreement that these date would be shared is one of the specifications of the project contract.

Throughout the period of the project the Cambridge tutorial team make regular visits to each school to support co-ordinators in their work and, at the same time, to collect additional date. All these date are systematically processed on a continuous basis in order to build in order to build up a clearer picture of the activities going on in each school. These finding are also being fed back to the school in order to inform development processes. In this respect the project can correctly be charachterised as a process of collaborative enquiry within which all partners are contributing to its evolution.

From date collected through these processes we are gradually gaining a greater understanding of what goes on in schools that are successful in managing change during a period of intensive innovation (Ainscow & Hopkings, 1994; Hopkins, Ainscow, & West, 1994). In what follows we draw out some specific messages about the roles that the co-ordinators take on and the impact of actions taken by members of the IQFA project team.

Research Methods

Date were collected from eight teachers in four of the IQEA project schools, the teachers being selected by non-random means. The schools were chosen because we believed there were clear signs that developments were occurring. We knew the schools from close contact and from working inside them as consultants and advisers. We also drew upon previous investigations we had conducted at these school sites which suggested that these were 'moving' schools (Rosenholtz, 1989). The teachers were all members of their respective schools' cadre; that is they were all charged with taking a lead in the schools' improvement projects. The status of the teachers varied from headteacher to main grade teacher. Date were collected by semi-structured interviews. We worked as partners interviewing each teacher on his/her own. Interviews were conducted using a small set of pre-prepared questions. These questions encouraged respondents to talk about the main areas we wished to focus on (i.e. 'What tasks do you do that seem to have an impact on improvement activities?' and, 'What have members of the IQEA team done that has had an impact on your work?'). However, we also used many supplementary questions to pursue pints the interviews raised. We knew all the teacher well, having worked with them for between 18 and 30 months. Thus we were all reasonably familiar with one another. Throughout the interviews we tried to encourage a dialogue as against. Throughout the interviews we tried to encourage a dialogue as against an interrogation. Interviews lasted for approximately 45 minutes and were tape recorded with the consent of the teachers. All interviews were conducted in the teachers' schools.

Transcripts of the interviews were subjected to inductive analysis by both of us. At first we worked independently, but once we had each identified some tentative categories we shared our ideas. We refined our initial categories, progressively focused on the emerging categories and used one another to validate and clarify the emerging ideas. Having established for ourselves sets of categories we then tried to identify some larger themes which might explain the meaning of these teachers' actions and the nature of our contribution. In this sense the date have enabled us to sketch out an interpretative explanation of these teachers' leadership and our part in their schools' journeys.

As part of the process of date analysis we made presentations of our initial findings at three meetings attended by a total of approximately 100 IQEA coordinators. This enabled us to test our explanations and, to some degree, validate our interpretations.

The analysis we have produced and the interpretations we have placed upon the date reflect what the majority of these teachers said they did or were concerned about. In other words, the pictures we offer of leadership and consultancy are composite pictures. As such, it is the case that not all of the teachers always did these things. Therefore, it is

important to say that each of these teachers differed in what they did. Nevertheless, the similarities amongst these teachers outweigh their differences. Across the sample there was a high degree of consistency between the respondents and it is these generally common actions we focus on here.

LEADERSHIP

The teachers' comments on how they were exercising leadership in their schools falls into five categories. These are: (1) Dealing with people (2) Taking a whole school view ; (3) Keeping up momentum : (4) Monitoring developments; (5) Establishing a climate.

These categories overlap with one another and several interrelate and interpenetrate. So saying, it is nevertheless helpful for the sake of description to present them as distinguishable areas of activity. They five are discussed below and they are not presented in any order of priority.

Dealing with people

The teachers made it abundantly clear that they were very aware of the need to create and sustain positive working relations with their colleagues. In many cases this meant that they first needed to develop stronger links with their partners in the cadres. Hence they spoke in various ways about working closely together. For example, one senior teacher in a secondary school activity sought out a colleague to partner him in the cadre. He did this because he wanted to work with a "like minded person" and because he wanted to develop shared leadership. It took this pair between two and three months to develop a productive partnership. In another school, one teacher said of her cadre of three teachers that it was "important that the three of us 'gelled'". Another member of this trio said: "Its' always been the three of us working together. I think that has been important". Moreover, when he added that it "must come over [to others] that we are a group together" he suggested that he was aware that they were modelling to colleagues a collaborative way of working. In short, these teachers knew that they were leading by example.

At the same time these teachers appreciated that they needed simultaneously to involve others. One spoke about trying "to widen the people involved by selecting people who had been on the fringe" of committees and working parties in the school. In this school training sessions were organised for heads of departments partly to keep them informed and to avoid them feeling left out. In all the schools there was a wish to involve others and by their own behavior and actions these teachers sought to establish and promote a principle of participation. They all wanted a "collegiate style of running a project".

In trying to reach out and bring in other members of staff these teachers knew that it was important both for practical reasons and symbolically to involve colleagues outside the school. Therefore. they invited Local Education Authority (LEA) staff to participate in various ways. Likewise they made use of independent consultants and ourselves by offering us opportunities to contribute to or lead staff meetings and school-based training events. Thus, these teachers not only wanted to develop positive relations in the school, they also wanted to expand the network of relations within and beyond the school site.

Mixed in with all this attention to others was another strand. Intuitively these teachers were concerned with the dynamics of the existing work groups in their respective schools. They wanted not only to ensure that there was a reasonably positive working atmosphere amongst themselves and their colleagues, but also to enhance the effectiveness of the various staff groups. In this way there was a duality to their awareness. they wanted both positive and productive relationships to develop. Hence they sought to "draw together the staff" and make strong links with other formal groups in the school, especially senior management teams and school development planing groups. They often told us how these groups needed to grow, improve and become more effective. The teachers recognised that often these official and powerful groups were not especially dynamic. Some of the teachers felt that there was a lack of sharing in these groups or believed they were inefficient. In this way the teachers seemed to us to be aware that they could play a part in enhancing the performance of groups. They seemed to appreciate that the pre-existing groups were sometimes not very mature and that they needed to be strengthened if they were to support the schools' improvement process.

Tied up with all of this is one other point. Several of these teachers quickly came to realise that in being concerned with staff collaboration they were themselves learning more about working with adults. For some this was new learning since by tradition teachers are trained to work with children and adolescents and not with adults. For others,

involvement with IQEA meant that they had to refine their skills in this area. Yet all of them, by virtue of their involvement in the cadre were now leaders of adults as well as teachers of pupils, and all needed to develop their own managerial skills in dealing with people.

Taking a Whole school View

All of the teachers understood that if the improvement projects on which they were embarked were to have any chance of success then they individually and collectively needed to have an overview of their projects and their schools. As one said when summing up his own and his partners' work : "I suppose its keeping an overview of the development and every thing". Many of the teachers realised the importance of sharing information with one another and with developing common understandings about the school as a whole. This latter point was vividly illustrated in the case of one pair when one of them described to the other how he saw the school. At the end of his description his partner told him: "The school you described isn't' the one I work in!" Not surprisingly these two devoted a lot of time to sharing their observations, knowledge and ideas. And so too did all the other teachers. They all actively sought to broaden and increase one anothers' organisational knowledge and understanding.

This organisational knowledge was also institutional intelligence because the overviews informed actions. From their mutual awarenecss of the school the teachers identified what needed to be done, how and by whom. They carefully orchestrated involvements, both of colleagues in side the school and those outside the organisation. One teacher described how she intentionally "mixed up the staff", by which she meant she carefully put different colleagues alongside one another and created alternative groupings to the existing structural arrangements. She added : "I' am basically orchestrating everybody". Others expanded the cadre group in their schools to include colleagues and to ensure "staff have a real voice".

Attention was also paid to resources. Three types of resources in particular figured in the interviews. The first was people as resources to one another, hence the desire to involve many other colleagues. The second resource was time. It was generally acknowledged that if the process of improvement was to have any chance of success them time had to be devoted to it. This meant individuals needed to be released from some of their existing commitments and that time was needed for meetings planning and staff development activities. Third, there needed to be some financial support. Money was needed to buy time and to pay for staff development events.

Furthermore, it was recognised in all of these schools that if certain changes were to happen ten the organisation itself needed to change. In each school important shifts have taken place in organisational structures. In one school there was a concerted effort "to get rid of the hierarchical structure". Also in this school, new roles were created for some staff and quality time for meetings was created by re-organising the timetable. Underpinning many of these changes was the recognition and ambition to support people by giving them some task clarity, opportunity and time. There was also an increase in the likelihood that staff would be able to learn with and from one another.

Lastly, the improvement process was further integrated into the work and life of the school through links being created with school development planning. One teacher said : "I do think there is a great feeling of ownership for the school development plan". Another told us how the expanded cadre became "a group of staff concerned with implementing any initiative that was given to them by the school development group". Indeed, one spoke about how everything in her primary school is "Totally integrated, it really is integrated".

Keeping up Momentum

All the teachers were aware that they needed to implement their school improvement projects and, having got things started, keep up the momentum. For example, one teacher spoke about "getting things mobilised", and another talked about how he had produced an action plan to move the project forward.

Getting started seemed to be less of an issue than keeping things going. The teachers attempted to keep the projects moving by making good use of formal and informal communication systems in the school. In terms of the formal means they generally relied on two events. They used staff meetings for brief progress reports and senior management team meetings to share concerns and to enlist additional help and support. Informally they used more varied means. Some spent a lot of time after school talking with colleagues individually and in groups. One said she spent "a heck of a lot a time" talking. Another said she deliberately would go and look for someone to talk to as well as more often "just generally sitting around in the staffroom". This latter comment is echoed by a different teacher speaking about

how she relied on "informal chat, all chat". Throughout all this talking the aim was to try to be positive about the developments and "to explain why we were doing it".

According to the teachers all this talk was befeficial because it was appreciated by colleagues that they were being supported and that an interest was being taken in their work. Also, these conversations helped to develop professional dialogue and a common language in each of the schools. One of the teachers who was very consciously using talk to shape developments in the school believed professional discussion was important because : "I think unless you can articulate it you actually don't' know hat you are doing it". In other words, talking was a process of project realisation. At the same time this teacher was aware that in creating a lingua franca of school development she was also simultaneously helping to change the nature of professional discourse in her school by eradicating some language. She gave the following as an example : "We try never to talk about 'they' because 'they' have been very powerful and I say there isn't a 'they' its' us–what are we going to do?" In a sense this teacher was aware that certain forms of language can be disenfranchising and she wanted to ensure that colleagues were empowered. In such a way, and in many others. these teachers sought to maintain the impetus of their schools' projects.

Monitoring Developments

Many of the teachers we interviewed recognised the importance of monitoring what was happening in the school and how their projects were being implemented. They spoke of "reviewing progress", of writing progress report for other groups in the school and of "evaluating" how their respective projects were going.

In particular they focused on whether there was too much or too little pressure on staff. One teacher recognised that she was very "visible around the school" and that this was a pressure on colleagues to make things happen. Another spoke about "consriously watching" to see whether there were too many advisory people working in one area of the school. In effect she was checking that involvements and resources were balanced out and not overburdening her colleagues.

All the teachers tacitly accepted that managing change involved overcoming difficulties and encountering setbacks since they recognised that change creates turbulence in the school. Many of the interviewees spoke about interpersonal tensions and strains. For example, one said : "You get your discords and falling out and all that". Another said : "not everybody gets on with everybody, it isn't possible, but we professionally aspire to work together".

Related to these concerns about the social dynamic amongst staff was an awareness that there is a micropolitical dimension to school improvement. We did not explore this dimension, but we nevertheless recognised that these teachers were conscious of the political currents in their schools. For example, one talked about drawing in colleagues who would be on my side". Consequently, there was some mention of these teachers negotiating with colleagues how or whether they would be involved with the innovations. One obvious concern of these teachers' colleagues was that the projects they were managing would result in extra work for anyone who participated. To overcome this potential obstacle, one teacher leader boldly said to her colleagues : "I absolutely categorically promise you that your extra work will ultimately affect the quality of what you're doing in the classroom". She made this deal with her colleagues because she felt that as long as they believed that, "they will really do anything and I am exactly the same it was my motivation as a teacher. It I know that all the energy. All the hours and the time and all the hurt of change. If it is actually going to have an impact on the classroom in a very positive way, then it is worth the price".

These teachers observed the organizational and interpersonal tensions that arose from their projects. They negotiated with individuals and groups, bargaining with some and striking deals with others. For these teachers monitoring the change process was not a passive activity, rather it was active and interactive. Moreover, it required these teachers to become players and participants in the political drama of the school.

Establishing a Climate

So far we have described what these teachers said they did but not how. Here we want to identify briefly the ways in which these teachers worked. Four strategies were particularly noticeable, First, in all these schools careful use was made of staff development to promote the project, to involve colleagues and to equip staff to implement innovations. Second, the quality of talk in the schools was regarded as important because much relies on the capacity of the staff to exchange ideas, share problems and find common solutions. Third, a great deal of negotiation took place bo??between members of the cadre and between them and other colleagues. Discussions and debates occurred to

explain and promote the projects and as a consequence of this dialogue deals were struck and plans agreed. Fourth, at particular pints in several of the schools, there came a time when problems or issues needed to be confronted. In a number of the schools we have seen that after a while it is necessary to face up to what is actually happening, when allowances can no longer be made for certain individuals or groups and when frankness and resolution are needed.

Overall, these processes and all the other points we have noted about these teachers' leadership helped to establish a climate that is supportive of school development activities. In particular they were seeking to assuage their colleagues' doubts and concerns about managing change or coping with yet another development. From this sense of reassurance came confidence. The interviewed teachers themselves grew in stature in their own eyes and in the eyes of their colleagues, whilst their commitment to participation and their wish to involve other staff also helped colleagues to appreciate that this project was not yet another contrivance of management, but a genuine collegial venture. The combination of commitment and reassurance also helped these teachers to take some risks. For example. they spoke their minds to senior colleagues and experimented with new structures and activities. Moreover, several of these teachers clearly enjoyed and revelled in their new responsibilities and felt able to play a significant role in the work of their school.

However, perhaps the most notable characteristic of their comments is the sense of openness they see developing in their schools. One spoke about "opening minds", another contrasted how the school had been "quite closed" but now there were "possibilities to open things up", and a third told us that changes in the schools' atmosphere had "opened up some possibilities". According to these teachers' reports, their schools were becoming less shuttered and sealed and more receptive to ideas. Their schools had begun to change as organisations, they were becoming more porous and permeable to the outside and to innovation. Indeed, they were establishing some of the characteristics associated with learning organisations, a point we will return to in section four.

CONSULTANCY

The other important agenda for our discussion with the teachers focused on our work as consultants attached to their schools as part of the IQEA project. Here our concern was which of our activities (if any) had an impact upon their work as cadre members. This agenda raises a rather obvious methodological issue in that we were asking the teachers to comment upon the work of ourselves and our fellow IQEA team members. Consequently, we have to recognise that the nature of the date gathered was influenced by this factor in ways which are impossible to determine. Nevertheless the discussions did, at times, take on a critical edge which suggests that the teachers were prepared to delve into areas of our activities about which they had some reservations. Certainly the discussions provided a fascinating 'mirror' on our practices, reflecting back to us a series of images about what it is we are perceived to do.

Once again our scrutiny of the date collected led us to identify five overlapping categories of activity which help to summarise the teachers' views about what they have noted us doing within the IQEA project. Specifically they point to those of our responses that are seen as having some impact upon the work of these eight teachers as they take on leadership roles within their schools, The five categories are : (1) Pushing thinking forward; (2) Framing the issues; (3) Encouraging partnerships; (4) Providing incentive; and (5) Modelling ways of working.

It will become clear from our analysis that many of the teachers experienced difficulty in articulating quite which elements of IQEA had had an impact on their thinking and practice. Indeed most had some problems in recalling tangible aspects of the project. As one teacher put it, "The project-is kind of amorphous–its' been a general atmosphere".

After a little prompting however, all of the teachers were able to describe particular events or ideas that had been introduced as a result of project activities, and as the discussions developed more and more attention was focused on matters of process. This emphasis is reflected in the five sets of activities summarised below.

Pushing Thinking Forward

Although much of the emphasis in the discussion was on process issues, the teachers did make reference to certain types of input form the IQEA term. We can look at these inputs in terms of two contexts. The first concerns inputs provided during out-of-school meetings, when cadre members from different schools assembled; and second, inputs provided by term members within schools during meetings of groups of teachers or as part of staff development sessions, often for all the staff of a school.

The out-of-school gatherings usually take the form of whole day sessions at UCIE which involve lectures, activities intended to stimulate discussion of relevant themes (Ainscow, Hopkins, Southworth, & West, 1994), and, in addition, time set aside for school cadre groups to hold planning meetings. Leading these sessions presents a number of dilemmas for the project team, not least that of trying to choose topics that will be relevant at a given time for the various school groups. Our interviews led to some encouraging feedback regarding this particular issue. Whilst some teachers made reference to "sometimes switching off" during discussions that seemed irrelevant, the majority did not see it as a problem. Indeed, a couple of teachers felt that we seemed to have an uncanny knack of hitting the current issues in their schools. One noted, "Almost by magic the IQEA sessions always seem to be where we are at". It may be that the overall style adopted during these sessions, that of framing the various activities within a series of questions to be explored, is helpful in allowing participants to construct their own working agendas. Certainly a number of the teachers referred to the sessions encouraging them to look at issues from different perspectives, thus forcing them to consider new possibilities for addressing their development strategies.

Some teachers noted more specific inputs that had influence upon their work. For example, one referred to a recent session on the issue of 'involvement' that had led to significant developments with respect to how his school utilises students and parents in supporting improvement activities.

Overall, however, references to IQEA sessions focused mainly on general statements about their success in pushing thinking forward. One teacher's comments are indicative of this theme. She noted that the sessions "influence my thinking, direct me towards reading, in fact do my reading for me". She went on to say, "I thrive on that. I go home and I'm still thinking about it". In a similar vein another teacher remarked, "It's not as if we go away from each meeting and spend hours reading either, it's been self-contained".

It seems that the stimulus to thinking reported here is also encouraged by the fact the teachers attend the sessions with other colleagues from their schools. This means that they can debrief the experience of the day together, often in the car going back, or during subsequent days. Our request that they should take responsibility for sharing ideas from the sessions with the rest of their staff also seems to encourage a deeper engagement with the topic under consideration.

The teachers were all positive about the involvement of members of the IQEA team within their schools. Reference was made to ways in which these had helped the school in connection with specific developments such as the introduction of teacher appraisal. On other occasions the impact might have been on the way in which such developments were being implemented. For example, in one school an IQEA team member had impressed on staff the idea that "decisions should be made at the lowest level possible".

Once again, however, these inputs were seen most significantly in terms of their impact upon the thinking of the teachers. As one put it. "You gusy have infected our ways of thinking". However, impacting upon people's thinking can held to certain negative effects. In a number of schools the development of the ides of cadre members seems to have created tensions between them and their colleagues, who, it appears, may have found use of unfamiliar language rather threatening.

Another important dimension to the work of the IQEA team in schools relates to staff development. Here the emphasis placed on school-based staff development activities included a strong element of work in classrooms, and was seen as being very positive. A significant feature of this was its capacity to "stimulate creative discussion". One teacher compared all of this to her previous experience of attending a masters degree course which was far less influential, she felt, because "It didn't have any involvement with the organisation".

Again, however, the introduction of this emphasis on school-based staff development did create tensions in some schools, when it was perceived by some colleagues as being in conflict with existing practices. In one school, for example, staff development was seen as an 'entitlement' to go out of school in order to attend short courses. The IQEA approach, with its heavy emphasis on within-school staff development activities, was seen as a potential threat to this well-established avenue for spending time away from the building.

Framing the Issues

In our interactions with teachers in the IQEA project schools we try to resist any temptation to impose ways of working from elsewhere. At times this can create further dilemmas for us. In particular, the fact that we are paid to assist the schools in their improvement efforts means that we are keen to provide the best available knowledge. On the other hand, we are committed to enabling schools to develop their own capacities for managing change. This

being the case we attempt to work in ways that maintain the locus of control regarding all aspects of the project firmly within each participating school.

It is interesting, therefore, to note the way in which the teachers in our sample made so many reference to our ways of working. Undoubtedly these have had far more impact than the actual content of our inputs.

Where our work had been particularly influential it seemed to involve us in a process of helping teachers to frame their problems and consider a range of possible ways forward. One teacher referred to this as "channelling our thoughts". The data provide some useful pointers as to what are the key factors in this framing approach to working with teachers involved in leading development activities.

The first factor seems to involve the mapping of possibilities. Teachers reported that during IQEA meetings they found it helpful to analyses what currently happens in their schools through some form of auditing. Then, having carried out the audit, they found it valuable to be involved in activities designed to establish new possibilities for action. This might take the from of a short lecture or some type of co-operative group work. The important dimension seemed to be that these activities encouraged the teachers to view their own school through "fresh pairs of eyes". In this way the outcomes of the audit could be reconsidered, leading sometimes to the recognition of an appropriate way forward.

Associated with the process of mapping was a second key factor, that of talk. Many of the teachers reported the importance of having "quality time" to talk about their work. It seems that the typical day in an English school provides very little opportunity for such talk to place. Consequently the visit of a member of the IQEA team, or a trip out of school with a colleague to attend a project meeting, provides a firm boundary within which such discussions can take place. On some occasions, also, the way in which activities are framed during the IQEA meetings facilitate talk by providing terminology and, indeed, creating a structured context that close colleagues can use to open up discussion that may be impossible to stage within the usual school day.

Many examples were cited of when IQEA team members had assisted groups of staff to resolve issues within their school by asking a series of probing questions or, indeed, challenging colleagues to address matters that were being in some way tactically avoided. One teacher described how one team member had confronted a school group that he felt had achieved a false consensus by ignoring differences of opinion that existed between them. Reference was made to how he had "bollocked" the group and that subsequently this had led to a 'clearing of the air' and as a result, much more open discussion of different possibilities for action.

Whilst what we are calling a 'framing' approach to the intervention in the project schools seems to have been welcomed in general, it does have the potential to create conflict. In particular, the emphasis placed on staff participation can engender turbulence in organisations that have a tradition of top-down decision-making. This feature was apparent in two of these schools. In one, for example, a teacher observed that "the style of the project said that development comes from staff needs and by staff identifying a way forward for themselves". As a result she noted a tension in her own organisation, where this had evidently not been the tradition, and, significantly, felt that she "was in the middle of this tension".

Encouraging Partnerships

An we have noted, the work of teachers acting as leaders of school improvement activities creates a number of potential difficulties for them. In a sense they enter a king of "no man's land" between their colleagues in the staff room and the senior management team. In acting in the interests of the whole school they may, on the one hand, be seen as agents of authority, whilst on the other hand, they are wanting to be perceived as acting on behalf of the staff. This may be experienced in different ways from school to school, but it is undoubtedly a source of pressure for cadre members.

This being the case it was encouraging to hear many of the teachers refer to their positive feelings, about their work, many of them talking with obvious delight and pride in what they and their colleagues had achieved. They also spoke in some detail about the impact of all this on their own thinking and practice. One teacher seemed to sum up these feelings when she said, "It's a lovely feeling to be deeply involved in something".

Important to this overall feeling of confidence about what had happened seemed to be the concept of partnerships. Whilst these teachers frequently found themselves having to face difficult and, at times, stressful situations, the existence of partnerships of various forms seemed to be an enormous source of strength. An important dimension to

all of this seemed to be the partnership that teachers felt they had with various members of the IQEA team. As one teacher put it. "I don't know if I would have been so confident in doing it if we hadn't got support from Cambridge".

At times of particular turbulence within the school the presence of an 'outside' partner proved to be particularly valuable. On one occasion, for example, it was reported that a member of the IQEA team had "had to come in and really hold our hands and reassure us that this is actually alright".

Through their involvement in IQEA the teachers felt that they had become more skilful in establishing working partnerships with colleagues within their schools. A number also referred to having become more effective at working with outside agencies, such as LEA advisers. Speaking of one particular adviser, a teacher recalled that his visits were "exceptionally valuable". She noted that "it has made me think that in my role as professional development officer I want to develop that king of partnership, with those kind of contacts; the way in which he came in and was completely non-threatening, absolutely open and honest. I really enjoyed the way he'd say, well fax me, it doesn't matter what time of day or the evening".

Perhaps more than anything else the various types of working partnership encouraged by IQEA seemed to have the effect of confirming people in what they were doing and, at the same time, making them feel valued. One teacher referred to the feeling that it was now recognised that there was "a proper job to be done". The partnerships seemed to support people in doing this 'proper job' by creating closer working relationships within which colleagues could share ideas, solve problems together and, as we have seen, assist one another during moments of discomfort.

Providing Incentives

Keeping school improvement initiatives going over a period of years presents a number of difficulties. Circumstances change, new priorities arise and, of course, key personnel may move on. In addition, of course, the schools in this sample have been grappling with the requirements of an extensive range of externally driven innovations arising from the Government's reform agenda. As they seek to bring about improvement in their work the schools have to respond to all of these new requirements, involving radical changes in policies for curriculum, assessment and finance. Consequently, it is very easy to get distracted from the overall purpose. The four schools in our sample have been particularly successful in keeping their impetus going despite the difficulties they face and were interested to know if any of our actions had been of assistance in this respect.

Most of the teachers described how our visits to the school create deadlines. The fact that they know we are about to make a visit often seems to act as a spur to action. Some reported how on occasions the momentum had been lost and that they faced our visits with a certain amount of anxiety. More positively, however, many felt that the visits provided an incentive to get on with their work.

The teachers suggested that discussions with the IQEQ team were often helpful in defining ways forward and, therefore, in giving a much clearer sense of direction to their work. It was also good to report on what had happened to an outside audience and, in so doing, recognise achievements that might otherwise have gone unnoticed. In this way meetings with IQEA team members sometimes become celebrations that enhanced feelings of motivation. In a similar way it was felt that opportunities to meet with teachers from other schools participating in the project provided further incentives, including sometimes a certain amount of competition between them. As one teacher noted, "listening to other schools we're much further down the road in terms of development".

Modelling Ways of Working

As we have already emphasised, the discussions with these teachers focused more on the process of our involvement in their work than the content. It seems that it has been the way that members of the IQEA team carry out their work that has most noticeable impact. Central to this seems to be a process of modelling how groups of adults can learn how to be more effective in collaborating in getting tasks completed.

A number of the teachers described in very specific terms how team members had become tacit 'role models', whom they had followed in carrying out their work with colleagues in school. For example one teacher noted, "It was quite interesting watching, especially at the start, how pairs of you would work together and with us. Sometimes you would talk things through in front of us when you had a dilemma.... Watching you talking through conflicting views was quite important". She went on to describe how she and her two colleagues had carefully planned and rehearsed how they would replicate this approach with teams of teachers in their school. She noted that, "some of the actual strategies you used with us to get us to work together when we are in Cambridge we would use with our colleagues".

Another teacher reported that working with members of the IQEA team had helped her to recognise that "staff teams weren't managed as they should be". She described how she "tried to copy the way you worked back with my department". The features she particularly tried to incorporate were sharing responsibility with group members and making people feel valued.

Others described how our system of working mainly in pairs had encouraged them to explore the development of partnerships in a much more conscious way. As one teacher saw it, the basic rationale of this is that "nobody has all the answers:. Where this had been successful people were very enthusiastic about its impact upon improvement activities.This was best summed up by the remark, "suddenly it was a group of people trying to work together, not trying to score points".

The modelling of ways of working with colleagues was also commented upon in connection with a further issue that of creating 'opebbess'within which colleagues would be prepared to explore alternative perspectives and ways forward. At its best this provided a supportive climate within which colleagues felt able to explore aspects of one another's classroom practice. For one teacher this was the most significant contribution of IQEA, confirming her belief in the idea of classrooms as 'centres of enquiry'.

DISCUSSION

In this section we want to look at both sets of findings and try to discern what they might mean for school improvement.

In one sense the findings of this study are encouraging in that they seem to be consistent with other recent studies in this area. For example, across the five categories we used to examine lead, ship we can see that these teachers believed in the 'primacy of personal contact' (Fullan, 1991p.132), used a blend of 'pressure and support' (p.106), tacitly acknowledge that implementation was a 'process of clarification' (p.10) and were confronting the cultures of their schools and seeking to make their cultures more collaborative and their schools more collegial (p.133). In other words, our findings broadly support Fullan's analysis of the meaning of educational change.

Similarly these findings confirm evidence from elsewhere about the key tasks necessary for external consultants to have an impact during school improvement interventions. They mirror, for example, the findings of Saxl, Lieberman, & Miles (1987) who found that certain core skills pervade the work of those who are successful in assisting teachers during staff development initiatives. Like ours, their findings point to the importance of certain processes, such as "open communication, clarifying expectations, legitimizing the role and, addressing resistance"(p.10).

However, in addition to confirming some of these earlier findings, our data are helpful in drawing attention to the complex nature of some of the issues involved. Too often in the literature on school improvement research findings conclude with typologies of recommendations that seem to imply that what is needed is the application of a series of recipe-like responses that will readily fit any context. Our detailed knowledge of the schools in this study has helped us to recognise that the unique biography of each organisation means that those leading improvement activities have to devise their own ways forward. Furthermore, in doing so they have to be sensitive to the sorts of structural, cultural and micro-political factors reported in this study, and the ways in which these impact upon their colleagues' perceptions of any changes that are proposed.

Consequently, the notion that change is learning seems to us to be increasingly important not so much as a metaphor, but as a reality for teachers managing multiple innovations. For example, at the close of the previous section we noted how one teacher found in IQEA confirmation that classrooms are 'centres of enquiry'. Moreover, IQEA itself is a process of collaborative enquiry. Professional learning is a constant in these teachers' lives and should not be overlooked, nor should the fact that these people are teachers be taken for granted. Let us try to elaborate on these ideas.

As leaders these teachers were in many ways seeking to create in their schools a climate for colleagues to learn with and from one another. As we noted above, these teachers were striving to make their schools into learning organisations. Specifically they were contributing to the development of professional learning environments in their respective schools.Such environments would be open, that is, there would be collegial receptivity to ideas and alternatives, as well as a great deal of mutual help and support form staff members. From such interaction would flow practical advice, psychological support and also joint work. Hence the learning climate would foster and sustain teacher collaboration. In turn, both the climate and the collaborative culture would enable teacher and staff development

because there would be many opportunities to work with and learn from colleagues (Nias, Southworth, & Campbell, 1992). In other words, the creation of an open climate in the school was not an end in itself, but a means to fostering an environment in which staff could become better teachers. Important to such a climate is the need for an element of professional challenge that encourages staff to examine the assumptions that guide their practice.

Two interrelated points need to be highlighted about this notion of challenge. First, these teachers' tacitly recognised that amongst the adults in their schools there needed to exist a healthy interpersonal and interprofessional dynamic. The learning environments in their schools needed to be sufficiently 'safe' to foster open discussion. Communication, especially talk, is of major importance in enabling individuals to reaffirm and develop ideas, values and, at the same time, the groups of which they are a part. Talk helps the staff as a group to speak a common language. Moreover, communication develops within the groups the capacity not only for shared understandings but also for support. Positive and constructive communication encourages more rather than less communication and assists individuals to face anxiety, conflict and reluctance to change.

Second, this relatively 'safe' environment, which encourages the free exchange of ideas and establishes a shared language and a common set of understandings about one's work and colleagues, will bring with it an accompanying climate of enquiry and growth (Whitaker, 1986). When individuals share ideas and exchange their professional views there is often a sense of 'encounter'. Differing beliefs can be contrasted and compared, assumptions can be made overt and exposed to scrutiny, practices defended against contrary approaches and the underlying philosophies explained and reasoned. Therefore, there will be much argument and debate and the sharing of professional differences. In this way the staff become a community if learners and do not create a culture a culture of comfort and cosines. The groups of which the teachers and staff are active members provide an environment for 'perspective transformation' (Mezirow, 1981); that is, they facilitate opportunities for individuals and teams to share ideas, examine their own educational beliefs and perspectives and modify their professional practice. The process and the product of such learning environments is transformational and educative.

If this begins to sketch out the deeper meaning of what these teachers were trying to accomplish it nevertheless does not explain why they chose to do so. At this stage we have identified two reasons which seem to explain this picture. In setting out these ideas here we wish to make it plain that at present these 'reasons' are speculations rather than 'truths'.

First, these eight teachers were keen to develop a climate of learning in their schools because they were teacher-leaders. They brought to their leadership what their professional experience had taught them about influencing and developing others, namely they wanted to change their colleagues by establishing processes in their schools which were inherently educative. Just as they knew from their teaching that one needs to create in the classroom a positive learning environment, they also applied this experience to their new responsibilities to improve the quality of the school. Moreover, they were aware that just as there can be no curriculum development without teacher development (Stenhouse,1975), so there can be no school improvement without staff development. And they were aware of these maxims because of their own professional development prior to participating in IQEA and as a consequence of being involved in the cadres. These teachers were thus educative leaders. They were not drawing upon models of leadership derived from commercial or military settings; instead they were largely behaving as they would in their classrooms and utilising their knowledge of professional development to create a particular kind of organisational culture in their schools. This can be called a collaborative culture (Nias, Southworth, & Yeomans,1989), but that is only one side of the coin. What these teachers were trying to do was install a collaborative culture because it creates trust, security and openness and, at the same time, sustain a set of relationship inside and outside their schools which facilitate professional growth and organisational development (see Nias et al, 1992). These teachers had a fundamental belief in the power of professional learning and saw themselves as the leading learners in respect of their schools' projects.

Second, all of them understood that it was far from easy to create a learning environment and a collaborative culture. They needed help and support every bit as much as their colleagues. In particular they needed to know how adults learn since many were aware that they could not always apply their classroom knowledge of child development to the staffroom and to their colleagues' learning. This is where our work as consultants comes into the picture. They consciously watched what we did and took from us such ways of working as appeared relevant to their situations. They used us to give confidence to their colleagues and themselves and to provide some challenge and external perspectives to their schools' projects. Importantly, they saw and watched how we worked as individuals, pairs and

as a team and tried to deploy these ways of working in their schools and with one another. Their direct involvement in IQEA was yet another learning opportunity for these eight teachers. In a sense when they worked with us at Cambridge and in their schools we, like them, were trying to set a climate of learning which, in turn, was transported into their schools. Therefore, it seems that the medium of IQEA is the message.

Implications for School Developers

In the light of this enquiry and our reflections upon it there are three interrelated points we now believe those concerned with school improvement need to consider. These points are relevant to both those inside schools who lead development activities and those outside who provide support.

First, if we are to create learning schools we need educative leaders. Such leaders recognise that school growth hinges on the capacity of colleagues to develop. Moreover, they understand that professional development is differentiated since it is about both individuals and collegiality; it is to do with each teacher increasing her or his confidence and competence and the staff increasing their capacity as a team. Educative leadership has been shown to be a key element in creating collaborative school cultures (Nias et al.,1989) because leaders are insteumental in establishing certain beliefs upon which these cultures are founded. This means that individuals should be valued and, because they are inseparable from the groups of which they are a part, so too should groups. It also seems that the most effective ways of promoting these values are through ways of working that encourage openness and a sense of mutual security (Nias et al.,1989, p.47). These beliefs, it now seems, are also central to the establishment and sustenance of a learning school, as others have suggested (Louis, Marks, & Kruse,1994). Perhaps, then, it is no accident that the leaders of learning schools are essentially educators who base their actions on principles of professional learning rather than on the practices of military, business and commercial leaders, which are sometimes held up as models for school leaders.

Second school development is not easy or straightforward. As we have emphasised, it is personal, idiosyncratic and micropolitical. It involves much negotiation, arbitration and coalition building as well as sensitivity to colleagues' professional views and personal feelings. The improvement process is about changing colleagues' attitudes and actions; their beliefs and their behaviors. How long it will take is contingent upon many factors because the interpersonal dynamics are unpredictable and context specific. Leaders and consultants alike need to be able to examine the circumstances the face in each school they work in and with and be able to respond to the personal and political drams that are an inherent part of each and every school.

Third, it follows that school leadership and to a lesser degree consultancy, is not for the faint-hearted. Nor is it comfortable for any other colleagues in these schools. To be a member of staff in a learning school means that you need to be able to accept and deal with questions being asked of your ideas, plans and teaching practices. In a learning school inter-professional challenge will be common. Therefore, leaders and external consultants must model not only a willingness to participate in discussions and debates but also a readiness to answer questions and challenges from staff. Furthermore, they need to enable staff members to feel sufficiently confident about their practice, to have a sense of efficacy (Louis et al.,1994) which enables them to cope with the challenges they will also meet. In learning schools, with their collaborative cultures, there is not only a sense of mutual support but also of encounter. Teachers will be exposed to the critical gaze of their colleagues and will need to defend their practices. In learning schools there is a measure of openness and thus of 'intrusion'. Teachers will be able to learn from their colleagues through discussion, teamwork and observation, but they must also accept that they will in turn be watched by their peers. Such openness and intrusion will not be painless and trouble-free. Learning is not always easy and neither is life in learning schools.

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Annexure

(1) School Supervision Sheet

(2) Formats on Budget

(3) Updated information on the Sanctioned strength of officers

Annexure - 1

School Supervision Sheet

(Primary/Upper Primary / High & Higher Secondary)

1. Name and Address of the School:

2. Date of Establishment of the school:

3. DISE Code No.

4. Date of last Inspection

5. Date of Inspection:

6. Action taken on last supervision report:

No.	Suggestions	Action taken	
1.	Related to class room learning environment	Y	N
2.	Community involvement note of VEC / WEC	Y	N
3.	Interpersonal relationship among teachers and other members	Y	N
4.	Infrastructure building and beautification	Y	N
5.	Initiating certain programme like ILIP, IED, SRP etc.	Y	N
6.	Teachers' participation in CRC, CLRC and other areas	Y	N
7.	Any others	Y	N

7. Attentendance of students on the date of inspection

Total enrolment of the school....................................

Class	Total No. of Students			Attendance		
	Boys	Girls	Total	Boys	Girls	Total
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
IX						
X						
XI						
XII						

8. M. P. Examination Results

a) **No. of candidates appeared :..**

Sl. No.	Years	No. of Candidates											
		Boys				Girls				Total			
		Star	1st Div.	2nd Div.	Pass	Star	1st Div.	2nd Div.	Pass	Star	1st Div.	2nd Div.	Pass
I													
II													
III													
IV													
V													

b) **No. of candidates appeared (H.S)..**

Sl. No.	Years	No. of Candidates											
		Boys				Girls				Total			
		Star	1st Div.	2nd Div.	Pass	Star	1st Div.	2nd Div.	Pass	Star	1st Div.	2nd Div.	Pass
I													
II													
III													
IV													
V													

9. **a) Teachers Attendance** [ ] **b) Total No. of Teachers** [ ]

a) Teachers Attendance [ ] **b) Total No. of Teachers** [ ]

c)	Category	Male			Female			Total
		Trained	Untrained	Total	Trained	Untrained	Total	
i)	Full Time							
ii)	Para teacher							
iii)	Part Time							

d) No. of Sanctioned Post - i) Full time [ ] ii) Para [ ] iii) Part time [ ]

e) PTR is ....: 1

10. **Average atterndence of learners (class wise). Year ______________ (No. of children in % of academic dasy to be given)**

Class	Total academic days	> 80%	< 80% & > 60%	< 60% & > 40%	<40%
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					
X					
XI					
XII					

11. **Result of last terminal examination / evaluation**

Name of the examination / evaluation: ____________

Class	No. of learners	No. of appeared	No of learners passed		
			>60%&<80%	> 40%&<60%	<40%
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					
X					
XI					
XII					

12. a) **Drop-out and repetition rate (please add no. of children repeated & newly adimtted in red ink)**

Years	I			II			III		
	Total	Rep	N. Adm	Total	Rep	N. Adm	Total	Rep	N. Adm
2001									
2002									
2003									
2004									

Years	IV			V			VI		
	Total	Rep	N. Adm	Total	Rep	N. Adm	Total	Rep	N. Adm
2001									
2002									
2003									
2004									

Years	VII			VIII			IX		
	Total	Rep	N. Adm	Total	Rep	N. Adm	Total	Rep	N. Adm
2001									
2002									
2003									
2004									

Years	X		
	Total	Rep	N. Adm
2001			
2002			
2003			
2004			

13. Total Quality Management

A) Classroom Observation Remark:

No.	Statement	Excellent	Good	Average	Below
i)	Teachers' preparation and pre-planning for teaching				
ii)	Class management by teachers				
iii)	Students' active participation in learning				
iv)	The students' performance properly checked of their learning by teachers, in general				
v)	Mode of teaching				
vi)	Teacher encouraging students to explore the learnt matter at the end of the class.				
vii)	Teachers maintaining non-verbal communication efficiently				
viii)	Proficiency of asking little but probing questing rapidly				
ix)	Teachers using teaching aids effectively.				
x)	Teachers efficiency in verbal communication				
xi)	Joyfulness achieved through use of attractive material developed either by teachers of by pupil themselves.				
xii)	Self-Learning achieved through joyful and experimental task according to the competency.				
xiii)	Assessment of achieved competency at the end of each task.				
xiv)	Whether the classrooms looks like a workshop room ensuring group and cooperative learning?				
xv)	System of homework as regular exercise.				
xvi)	Effective of library / reference books in the class.				

B) School Library:

a)	Bengali	Hindi	English	Urdu	Nepali	Total
No. of books						

b) No. of average daily issue to students

c) Is there any provision for newspaper for children

d) Is there any provision for newspaper for children Y N

e) Are these books used to enhance reading skill of the pupil in a planned manner? Y N

f) If yes, class-wise distribution of books have been done Y N

g) Whether any book used during classroom transaction Y N

h) Comment of the teacher in-charge Excellent ☐ Good ☐ Average ☐ Below Average ☐

C) Identification of weaker childre –

i) Can the teacher identify the weak children by names | Y | N |

ii) If yes, is there any provision of time for weaker children for their upliftment | Y | N |

iii) What initiatives are the teachers using for bridging the learning gap ?

(1) Using TLMs (2) Conducting group activities (3) Making separate arrangement

(4) Devoting extra time support

(5) Learning is organised -

By peer Learning -	Y	N
By self Learning -	Y	N
By activity -	Y	N
By Teacher -	Y	N

iv) If so, what are these measures ?

i)	Separate arrangement for the weaker children	Y	N
ii)	Self-learning materials developed to bridge the gap of their competency and used	Y	N
iii)	Meeting with mother	Y	N
iv)	Joyful activities designed to attract these children	Y	N

v) Impression on the improvement of weak learners — Excellent [ ] Good [ ] Average [ ] Below [ ]

D) Evaluation System

a) Frequency in holding evaluations — Monthly | Quarterly | Half-yearly | Any other

b)	Whether it is like semester system ?	Y	N
c)	Whether Results are shared among parents	Y	N
d)	Is there any link with remendial teaching and evaluation result ?	Y	N

e) If yes, what measures have been taken :

i)	Separate section opened from weaker children	Y	N
ii)	Special extra class from these children	Y	N
iii)	Contact with the parents and advice	Y	N
iv)	Special drive for their regular attendance	Y	N
v)	Any other	Y	N

a) The measures taken to improve quality and lesson dropout rate — Monthly | Quarterly | Half-yearly | Any other

E) (i) Whether the children take private tution at home ? | Y | N |

(ii) No. of such children in the class (at least two classes to be checked)

a) Class . . . . .No.

b) Class . . . . .No.

F) Please check the attendance register and quickly remark on the overall situation of attendance of the school.

Excellent ☐ Good ☐ Average ☐ Below Average ☐

14. Maintenance of Registers/ Books (Write the number in the box)

No.	Statement	Excellent	Good	Average	Below Average
i)	Teachers Diary				
ii)	Attendance Register by Teachers				
iii)	Admission Register				
iv)	Attendance of register of learners				
v)	Cash Book				
vi)	Parents Meeting Book				
vii)	Retention Register				
vii)	Result Book				
ix)	Bank Pass Book and Others				
x)	M. C. Minutes Book				
xi)	Register of MTA Meeting				
xii)	Child Register				
xiii)	VEC Meeting Book				

15. SSA / DPEP — Related information

A) i) Fund received from SSA/ DPEP Rs. ☐☐☐☐☐☐

ii) U. C. given Rs. ☐☐☐☐☐☐

B) Kind of orientation have the teachers undergone under SSA / DPEP / WBBPE / WBBSE (tick and write no. of days in the boxex)

		SSA	WBBPE	WBBSE	WBBME
i.	English Training				
ii.	Bengali Training				
iii.	Mathematics Training				
iv.	Science Training				
v.	Training on general pedagogy				
vi.	Special Training on TLM / Multigrade teaching				
vii.	General sensitisation on SSA				
viii.	Any other training				

C) i) Whether there is any CRC developed — Y / N

ii) If yes, how frequently do the teacher attend CRCs

a. Once in a week

b. Once in a month

c. Once in two months

D) i) Is there any Bridge Course Centre of Rabindra Mukta Vidyalaya Study Centre in the School / VECs — Y / N

ii) If yes, give the status of those centres

Excellent	Good	Average	Below Average

E) Is there any disabled child in any class ? If so, please write the number class wise :

I. ____________ II. ____________ III. ____________ IV. ____________

V. ____________ VI. ____________ VII. ____________ VIII. ____________

IX. ____________ X. ____________ XI. ____________ XII. ____________

ii) Support provided from SSA (tick and write the number if available)

a) Aids | Y | N | b) Parent Counceling | Y | N |

c) Books / Uniform support | Y | N |

d) Support provided by special educator | Y | N |

e) Ramp or handrail existing | Y | N |

f) Any other

g) No support as it provided

b) Seating arrangement of these pupil | Satisfactory | Moderate | Poor |

c) Support pf peers | Visible | Absent |

d) Support of teachers as manager | Satisfactory | Moderate | Poor |

F) i. Passbook number for DPEP / SSA

ii. Name of the Bank . . . .

G) Information on girls' education

a) Programme organised on the days of World Women's Day, Mother's Day, as <a-O-Meye Mela | Y | N |

b) Mixed grouping during group learning overcoming gender basis

Excellent	Good	Average	Below Average

c) Mixed sitting aarrangement withn the classroom overcoming gender biasness

Excellent	Good	Average	Below Average

d) Equal participation of male and female students in cleaning school premises during pre-academic session

Excellent	Good	Average	Below Average

e) Special attention to female students in teaching learning process

Excellent	Good	Average	Below Average

f) Equal representation from male and female students as group leaders within the class in group formation

Excellent	Good	Average	Below Average

g) Discussion on girl child problem during meeting with MTA

Excellent	Good	Average	Below Average

H) Information on pre-primary education

I. General Information

	Statement	Yes	No
a)	Enrolled students of class-I completed Anganwadi		
b)	Enrolled students of class-I going to Anganwadi in some other time		
c)	Regular interaction and exchange of information amongh teachers of Primary schools and Anganwadi		

II. Are the little children coming to schools along Y N

III. With their elder brothers/sisters No. of such children

IV. What measures have been taken for them

a) No. measure

b) Separate Classroom Y N

c) Separate Teacher Y N

d) Teacher helps with other classes Y N

e) Separate attendance register Y N

V. Do they conduct School Readiness Programme ? Y N

I) Support mechanism & its dfficiency

a) CPC / RT / SWG member visit

i) More frequent visit to help in classroom transaction Y N

ii) Assisting in preparing TLM Y N

iii) Conveying messages of inconveniences regularly to CLRC Y N

iv) Helping slow learners Y N

v) Talking with mothers / villagers / panchayats Y N

b) Role of CLRC / CRC

i) Conducting/sharing workshop for once in a month Y N

ii) Disbursing books / TLM grant in time Y N

iii) Developing TLM joints.` Y N

iv) Conducting common evaluation Y N

v) Joint sports and cultural programme Y N

vi) Sharing of teachers among schools Y N

vii) Conducting admission problem Y N

viii) Schooling admission problem Y N

ix) Any other Y N

J) Village Education Committee / Ward Education Committee

a) Whether VEC / WEC formed Y N

b) No. of meetings held in last six months

c) Last meeting concentrated on (put tick mark)

ii. Repair and maintenance of Building

iii. Use of TLM / School Grant

iv. Enrolment

v. Regular attendance of learners

vi. Evaluation / Examination result etc.

vii. Teacher — related issues

viii. Others

d) Whether there is any MTA | Y | N |

e) Mode of functioning of VEC / WEC & MTA

i) Frequently meets and takes joint venture to reduce drop-out and enhance and increase attendance of students.

ii) Frequently meets but no specific decision taken

iii) Does not meet frequently & take no specific activity

f) i) Is any habitation plan conducted on Participatory Learning and Action (PLA) methodology ?

ii) If yes, what is the impact

Excellent	Good	Average	Below Average

iii) Is there any plan to sustain it ? | Y | N |

K) **Incentive Scheme**

a) i) Midday Meal: No. of Children covered

ii) Whether cooked meal ?

b) Text Book

i) No. of children yet free text books

ii) No. of children yet to received any text book or partly got text books

iii) No. of children received books from text book bank of SSA

c) School dress:

No. of children who received this facility in 2003-04

d) Do these scheme help increasing attendance or pubils in the school ?

e) Have these schemes created any problem in the school ? | Y | N |

i) School management | Y | N |

ii) Academic Progress | Y | N |

iii) Local Problem (if any) | Y | N |

16. Targets of improvement by next two months, discussion with teachers & VEC / MC

i) Related to classroom learning environment | Y | N |

ii) Community involvement & contribution & role of VEC /WEC | Y | N |

iii) Interpersonal relationship among teachers and other members | Y | N |

iv) Infrastructure building and beautification + panchayat etc. | Y | N |

v) Initiating certain programme like ILIP, SRP, IED related activities, Girls related activities etc. | Y | N |

vi) Teachers participation in the context of CRC, CLRC & other programme | Y | N |

vii) Any other | Y | N |

17. Overall impression on the school efficiency (P1 grade)

Excellent	Good	Average	Below Average

Annexure - 2

Formate on Budget

Format

District :

Revised & Proposed Budget Estimate Model Budget Format for Secondary Schools & Madrasah for the year

Estimation on the proposed Budget Estimate for the year (forth coming year)

No. of Institutions	No. of Sanctioned Post as on 1.3	No. of Working Post as on 1.3	Actual total Exp. Last year Teaching/non-teaching	. Mode of Calculation	Teaching Staff (A) H.M./Super.	Teaching Staff (A) Post Graduate	Teaching Staff (A) Hon's Graduate	Teaching Staff (A) Graduate	Teaching Staff (A) Under Graduate	Teaching Staff (A) Total	Non-Teaching Staff (B) Librarian	Non-Teaching Staff (B) Clerk	Non-Teaching Staff (B) Group 'D'	Non-Teaching Staff (B) Total	Group Total (A + B)
Jr. H.	H.M/	H.M/		Average											
H.	AHM	AHM		Basic Pay											
H.S.	Post Gr.	Post Gr.		Staff											
Jr. H.M.	Hons Gr.	Hons Gr.		H.M./											
H.M.	Pass Gr.	Pass Gr.		AHM											
Sr. M.	Under Gr.	Under Gr.		Post Gr.											
H.S. Mad. Govt. Sponsored Schools	Librarian	Librarian		Hons Gr.											
High	Clerk	Clerk		Pass Gr.											
H.S.	Gr. 'D'	Gr. 'D'		Under Gr.											
				Librarian											
Jr. High Ashram Type Schools.				Clerk											
Total :															

No. of Schools/Madrasah Upgraded during last Academic year & Started functioning ☐

Post Graduate scale sanctioned during last year for the No. of teachers - ☐

Career advance scale sanctioned during last year for the No. of teachers ☐

Estimation of Revised Budget Estimate for the year (Current)

Teaching Staff (A) H.M./Super	Teaching Staff (A) Post Graduate	Teaching Staff (A) Hon's Graduate	Teaching Staff (A) Graduate	Teaching Staff (A) Under Graduate	Teaching Staff (A) Total	Non-Teaching Staff (B) Librarian	Non-Teaching Staff (B) Clerk	Non-Teaching Staff (B) Group 'D'	Non-Teaching Staff (B) Total	Group total (A + B)

Including compiled Budget Estimate as per proforma.

Proposed by Checking Officer District Officer

Format

District :

Revised & Proposed Budget Estimate for the year and respectively
for the staff of Primary Schools

A Category	B category	C category	D Group	Head Teacher Allowance	Expected Bank Charge/Money Order Commission	School Contingency	Total

Revised Budget estimate for the year

Including Compiled Budget Estimate as per Proforma

Format C

Salaries 20.2
Non-Salaries 20.3

Surrender of Fund

Date of Surrender

Fund Received					
Vide DSE's No	Under Head of Account	Total Fund during the year	Expenditure incurred / utilised	Balance available surrender	Reasons for non-utilisation/ surrender

H.A./Accountant **Checking Officer/In-charge** **Dist. Officer**

(Separate to be submitted for staff and teacher)

Submission period : 5th of each month

Format

"B" Statement of Expenditure

Annexure - V

Establishment Office of the ______________________ for the month of ______________

Fund received

DSE's Memo No & Date	Head of Account	Balance of the previous month	Fund Recd. During the month under Report	Total credit (A+B)	Expenditure			Balance available	No. of Teacher/Staff retired during the month	Remarks T.V. No & Date
					Upto previous month	During the month under Report	Total Expendi -ture			
		(a)	(b)		(x)	(v)	(x+v)			

Annexure - 3

Updated information on the Sanction Strength of officers (S.I. / A.I./ADI/DI/ADSE/DDSE/JDSE) under School Education Directorate

Sl No.	District	District Inspectorate of Primary Education					District Inspectorate of Secondary Education				DPEP			Total							
		DI/S	ADI/S	AI/S	SI/S	NO. OF Circle	DI/S	ADI/S	AI/S	SI/S	DPO	ADPO	DDPO	JDSE	DDSE	ADSE	DI/S	ADI/S	AI/S	SI/S	TOTAL
1.	Bankura	1	1	7	46	45	1	1	16	10	1	1	1				2	3	24	57	86
2.	Barrackpore	0	0	0	0	0	1	–	12	11	0	0	0				1	–	12	11	24
3.	Birbhum	1	1	6	33	32	1	1	15	11	1	1	1				2	3	22	45	72
4.	Burdwan	1	1	8	60	59	1	4	23	19	0	0	0				2	5	31	79	117
5.	Coochbehar	1	1	6	27	26	1	–	13	17	1	1	1				2	2	20	45	69
6.	Dakshin Dinajpur	1	0	4	18	18	1	1	8	7	0	1	0				2	1	13	25	41
7.	Darjeeling (Hill Area)	1	0	4	12	12	1	0	6	10	0	0	0				2	0	10	22	34
8.	Hoogly	1	1	8	47	47	1	2	19	15	0	0	0				2	3	27	62	94
9.	Howrah	1	1	6	35	34	1	2	16	9	0	0	0				2	3	22	44	71
10.	Jalpaiguri	1	1	6	31	30	1	1	10	10	0	1	0				2	2	17	41	62
11.	Kolkata	1	1	4	23	23	1	1	21	11	0	0	0				2	2	25	34	63
12.	Malda	1	1	6	32	31	1		8	6	0	1	0				2	1	15	38	56
13.	Medinipur Paschim	1	1	6	71	70	1	4	21	13	0	0	0				2	5	27	84	118
14.	Medinipur Purba	1	1	2	46	46	1	2	17	11	0	0	0				2	3	19	57	81
15.	Murshidabad	1	1	6	42	41	1	1	17	16	1	1	1				2	3	24	59	88
16.	Nadia	1	1	6	38	37	1	2	15	13	0	0	0				2	3	21	51	77
17.	North 24 Pgs	1	1	5	58	57	1	2	18	11	0	0	0				2	3	23	69	97
18.	Purulia	1	0	7	46	45	1	1	9	5	0	1	0				2	1	17	51	71
19.	Siliguri	1	0	3	7	7	1	0	3	4	0	0	0				2	0	6	11	19
20.	South 24 Pgs	1	1	4	53	52	1	2	24	13	1	1	1				2	4	29	67	102
21.	Uttar Dinajpur	1	1	2	17	17	1	1	5	8	0	1	0				2	2	8	25	37
	Total	20	16	106	742	729	21	28	296	230	5	10	5				41	49	412	977	1479
	Directorate of School Education													3	13	16			19	22	73
	Total													3	13	16	41	49	431	999	1552